REQUIREMENTS FOR THE TRAINING AND CERTIFICATION OF TEACHERS IN EARLY PRIMARY EDUCATION

A Review of the Literature

KENNETH G. O'BRYAN, Principal Investigator

This research project was funded under the Ministry of Education, Ontario.
It reflects the views of the authors and not necessarily those of the Ministry.

The Honourable Sean Conway, Minister

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TABLE OF CONTENTS

Abstract iv

CHAPTER I

The Direction and
Structure of the Report 1

CHAPTER II

Teacher Education and
Early Primary Education 2

CHAPTER III

Outcome of the
Literature Review 28

Annotated Bibliography 30

References 47

ABSTRACT

This report reviews the literature pertaining to the requirements for the training and certification of teachers in early primary education. The literature since 1975 from Canada, the U.S.A., Britain, Europe, Australia, and elsewhere was examined in order to address questions of selection criteria, competencies, models of teacher education, in-service training, and certification. An annotated bibliography was developed through the use of electronic data searches and library reviews.

The literature indicated a wide divergence between child care specialists and certificated teachers in institutionalized early primary education settings with respect to selection criteria, desirable personal characteristics, training programs offered, and basic views. The emergence of the early childhood centre as a key new element in the field, involving a multi-discipline, multi-specialist team dedicated to bringing research, teaching, analysis, and evaluation to the question of effective early childhood education, was noted and described. Comparisons were drawn and analysis offered of the experiences of early primary programmers and programs in various countries. Conclusions suggest that there was a "continuing dichotomy" present. On the one hand were the "professional" teacher education programs stressing courses in behavioural sciences, child development, and subject content/methodology. On the other were the "nursery" programs stressing caring, nutrition, social, inter/intra-personal relationships, family, and practice. It was noted that the views of what was most suited to child and teacher education changed as the emphasis shifted from the very young (3-4 years) to the school beginner (5-6 years) to children in Grades 1 and 2 (7-9 years). Emphasis on skill and learning increased and child care decreased in close relationship to the child's progress in age and grade.

CHAPTER I

The Direction and Structure of the Report

The focus of this report is on the literature concerning the training and certification of early primary education teachers. What competencies do they need? What approaches to their training and education exist and what focus and emphasis do they bring to bear on early primary education? What selection criteria should be used and how do pre-service education and in-service training affect programs and teachers? What are the issues, problems, and predictions in the general field of early primary education and teacher preparation?

In order to examine writings on these questions, an extensive literature search was conducted throughout North America, as well as in several other countries. Focus was placed on articles written after 1975, but key research, reports or commentary written prior to that date have been included. The report is presented in two sections. The first section is a review and analysis of the literature considered by the author to be of most value to the reader. The second section contains an annotated bibliography drawn from the library searches and electronic data storage and retrieval systems such as ERIC and ONTERIS.

CHAPTER II

Teacher Education and Early Primary Education

Margaret Clyde (1983), writing of early childhood courses in Australia, described them as "patchwork eclecticism." She believes:

> "Early childhood services in Australia are in a state of flux, if not chaos, in the 1980s. The previous decade witnessed a period of intense activity in the area of early care and education; the pre-school system expanded while the concept of long day care in a centre or a home as a recipient of government funding became established. The explosion of services in the early childhood field necessitated a similar increase in the number of trained personnel necessary to work with young children and their families." (1983, p. 19)

Clyde's views might well have been written of virtually every early primary teacher education system world-wide and certainly of all those in developed countries. The defining quality of the literature reviewed below is the lack of a unified, consistent, and coherent approach to early primary teacher education and the wide ranging questions of "care" and "learning". This lack is not specific to any one country or province, but seems to be a general condition of the profession of early primary education. It has its roots in the historical development of training programs for early primary teachers, in the disparity of views drawn from cognitive versus behavioural theory, in various interpretations of child development, and even in the traditional child rearing practices of the larger community. Hence, this review ranges world-wide to reflect the varying views of what might constitute an effective and efficient approach to teacher education for professional practice in the early primary grades.

Clyde, in her review of early childhood teacher training courses in Australia, noted that the traditional training of early primary teachers had been carried out for many years by privately funded Kindergarten Training Colleges (KTCs) until the beginning of the 1980s. A major change took place when:

> "The KTCs and their courses were absorbed into the mainstream of CAE (Colleges of Advanced Education) courses and were simplistically labelled 'teacher education' courses; and the preparation of personnel to work in care-oriented and teacher-oriented programs now occurred by way of two different vocational programs, one at post-secondary level and the other at tertiary level. This served to reinforce in the minds of many, the intrinsic 'differences' between care and education and the superior characteristics of 'educators' over 'caregivers'." (1983, p. 19)

She notes that this led to a widely held view by Australian educators during the 1970s that the training of early primary teachers should be based on a general philosophy demanding of such courses:

> "(1) that they encompass the age 0-8 years;
> (2) that they incorporate in a pragmatic rather than a conciliatory manner, components of health, education and welfare, i.e., care and education, and,
> (3) that they be offered so as to provide a clearly articulated system ranging from post-secondary through to post-graduate, as well as less format elements of an in-service program for early childhood personnel." (1983, p.20)

According to Clyde, however, no clearly defined "raison d'être" and a rapid proliferation of ad hoc early childhood programs destroyed the development of a truly coherent and unified approach to early primary teacher education and resulted in "patchwork eclecticism."

Clyde's own attempts to bring order to the chaos she perceived in Australian early primary teacher education are reported in some detail below since they are based on principles close to the core of Ontario's experiences in this field and have substantial significance with regard to the conclusions drawn in this report.

Essentially, Clyde proposes a system based upon a unified approach to training and a desire to establish the early primary teacher in the minds of the public as a truly, professionally trained and practising specialist. Her criteria for early primary teacher education courses are as follows:

> "(1) they must be broad based, incorporating realistic elements of study and training in aspects of care, education, welfare and health;
> (2) they must appeal to all early childhood personnel and should provide opportunities for job and career mobility for all early childhood personnel;
> (3) they should be structured as a complete entity from post-secondary, through undergraduate to post-graduate level;
> (4) they must provide a developmental framework based on knowledge derived from anthropology, sociology and psychology which allow for integration and coordination of areas of common need, as well as opportunities for specialisation as a person moves through the range of courses offered;
> (5) they must acknowledge the need for diplomates and graduates to be able to operate professionally with both adult and child clients, thereby reflecting the societal trend for parents who do not have a fulltime job outside the home developing greater awareness of and insights into child rearing in all its forms;

(6) they must raise the expectations of the diplomates or graduates that, at the workforce, they must be flexible and perceive their responsibilities as open-ended." (1983, p. 22)

A major Australian study (Keeves Report, 1981) had based a recommended training program on very similar criteria. It recommended that an experimental early primary training centre be established to focus on education, health and welfare for young children. Keeves suggested that such a centre should be linked to established post-secondary education institutions and should offer a range of courses at different levels of qualification-certificate, associate diploma, diploma and degree. Keeves recommended that the first two years of such courses would focus on the integration of study in the areas of child development up to the age of five (sociology, anthropology and psychology) and include practicums on curriculum and interpersonal relations. The third year of the projected course would stress organization and management theory and practice, delivery services, curriculum theory, design and practice, and aspects of interpersonal relationships.

Clyde suggested an expansion of this plan to include advanced degrees:

(Associate Diploma) 2 years	(Diploma) 3 years	(Degree) 4 years	(Advanced Degree) 4 years + 1 PG
pre-school teacher	pre-school director	EC adviser	EC lecturer
child care worker	child care director	Coordinator ECDP	EC Bureaucrat
FDC development officer	FDC coordinator	Director EC Centre	EC Senior adviser
toy librarian	playgroup leader	Coordinator Early Intervention Program	
occasional caregiver	toddler group leader		
caregiver in women's refuge	early intervention worker		
parent educator	community centre coordinator		
home visitor	neighbourhood centre coordinator		

While Clyde's plan has created widespread interest in Australia, Ontario teacher education requirements would render it very difficult to implement fully, even if such implementation was considered desirable. The plan offers some interesting views of the progressive structure of early primary training and, in her summary of its value, Clyde draws a number of conclusions which bear on the overall question of how best to educate early primary teachers. She notes that such a system would result in:

> "an articulated pre-service/in-service program whereby each year of study receives credit, both in its own right in terms of job classification, and as preparation for a further course and a more professionally demanding job classification."

As well as providing incentive to undergo more advanced training the approach could provide:

> "an opportunity for persons training in related professions to share parts of courses or subjects with early childhood personnel. Areas such as sociology, child growth and development and anthropology would be obvious areas of common interest. The exposure to differently oriented professionals at the basic stage of professional training may assist in the development of an integrated 'early childhood' ethos rather than a teacher, social worker or community welfare nurse ethos.
>
> "It also endeavours to take account of 'job clusters' related to qualifications. The successful diplomate has a range of organisationally-oriented roles involving a knowledge of curriculum including pre-school director, child care director, playgroup or toddler group leader, early intervention worker, and a range of roles yet to be created."

Moreover, it would support the proposition that early primary teachers need training in working with adults, especially with other professionals, hence the emphasis upon interpersonal relationships. Not least, it reflects the author's view that tertiary education is essential to the completion of the professional training of early primary specialists.

But Clyde does not support the widely held view that early childhood education extends to age 8 or 9. She makes a very strong argument to the contrary, claiming that:

> "it quite deliberately negates the entire '3-8' principle which has been at the nub of all early childhood programs for at least 50 years, as well as flying in the face of the Australia Early Childhood Association's decision to change its name in order to cater for this age range. This decision has been taken on purely pragmatic, rather than philosophical grounds....

> "I do not believe that it is possible in a pre-service course, to prepare a person to work as a teacher with children aged 3-12 years. Secondly, the 0-3 age group has assumed more interest and concern to professional caregivers and educators in recent years, as I mentioned earlier. Clearly, changing community trends necessitate that early childhood personnel become more familiar with this age range in terms of home visitor programs, parent programs, toddlers groups, long day and other forms of day care as well as early intervention programs. For these reasons, I believe it is appropriate to concentrate on the 0-5 age range in terms of providing services which acknowledge the need for components of health, education and welfare. This, in my opinion, constitutes a basis for a qualitative re-organisation of our early childhood programs."

Clyde's views are affected in part by the structure and demands of the various state education departments in Australia, several of which require teachers to be "competent" in teaching grades K through 6, hence the 3-12 years noted in her comment quoted above. Nevertheless, her work is most highly regarded in Australasia and can be expected to significantly affect early primary teacher education programs in that region.

In general agreement with Clyde, but taking the somewhat different view on the care/education dichotomy, another Australian early primary researcher, proposed a three year diploma program in which all students would participate in a common core program for the first two years and a separately streamed third year in which students would choose to concentrate on specializing in either "care" or "education" (Balson 1981). Balson considered that such a program would extend competence over an age range of 4 to 8, or early primary rather than early care.

New Zealand's history in early primary teacher education has been reviewed in an article by Kean (1981). In some respects it is similar to the Australian experience but it has consistently received much more substantial government funding.

After many decades of Kindergarten Teachers College being responsible for early primary teacher education, New Zealand transferred all such training to six teachers colleges councils in 1975. According to Kean:

> "Provision was made in each college for kindergarten trainees, who were integrated with primary trainees in various ways. Unfortunately the course remained two years in length, denying New Zealand kindergarten teachers parity with primary teachers or overseas trained kindergarten teachers in terms of certification." (1975, p. 24)

There appears to be a clear distinction in New Zealand with regard to the training of "child care" specialists and early primary education specialists. Certificates in child care

are awarded by the New Zealand Child Care Association which assumed this responsibility in 1980. Previously, since 1969, the Royal Society of Health Certificate for Child Care Workers had been officially responsible. Kean describes the certificate course as:

> "Essentially a field-based in-service course. Department of University Extension tutors and some teachers college lecturers provide some of the lectures. A course for Supervisors, piloted under the auspices of the Auckland Technical Institute, is now run by Auckland Teachers College Early Childhood staff. The technical institute preparatory childcare course is transferring to Auckland Teachers College in 1983. The Department of Education's correspondence course completes the range of courses offered for those currently working in centres."

Childcare courses focus on health, welfare, socialization, and nutrition. Education towards "hard" content is not generally incorporated into the training programs and the heritage of the "Plumbelt Nurse" approach remains strong in New Zealand.

The essential characteristics of such training programs are the development of a stimulating environment and play program, creation of interpersonal relationships designed to build confidence and independence in children; the ensuring of safety and health; coordination of home and centre life; and the management of conflicts among children and between children and adults.

The key element that distinguishes the New Zealand approach appears to be the desire of the professionals involved to establish a very close and well funded relationship with responsible government agencies. This view is somewhat wistfully expressed by Kean (p. 26) when she writes:

> "Maybe it is a pipe dream, but many of us hope that in time early childhood training will be equitably funded, come under the umbrella of the one appropriate Government department, with a national policy agreed upon which reflects the notion that the child's needs are similar no matter which provision is servicing them."

There are no doubts expressed by Becker, Hillmeier, Reisbeck and Strohner (1979) in their writings on teacher training in the nursery school. Becker et al., wrote their very well researched article in Munich and their views of the nursery school reflect a European, principally German and English, view of the nature of early primary education. Of interest to the present review, however, is the difference in emphasis on learning theory evident in their approach. Unlike the vast majority of early primary researchers, theorists, and practitioners, Becker et al., take a strongly behaviourist view of early primary teacher education.

They consider that at least four fields of social activities are critical to the nursery school and these should form the basis of teacher education:

> "Interrelated fields of social activities in the nursery teacher-child interactions, teacher-teacher interactions, teacher-parent interactions, and the field of educational activities in the community. In each of these social fields the teachers are confronted with situations in which reacting appropriately requires the ability to analyse social situations and the ongoing behaviour, to evaluate the possible advantages and disadvantages of specific interventions on their part and to observe the behaviour change due to these interventions."

They suggest that the critical element in the training of nursery school teachers is their understanding of behaviour modification approaches to problem solving. Their view (p. 507) is that:

> "The aim of the training is not only to master a single problem situation but also a large number of future problem situations, the specific characteristics of which are not yet known. This aim can be seen in connection with the goal of primary prevention.
>
> "The target behaviour is not a specific response but a general strategy to find responses which can cope with the problem situation.
>
> "The teachers talk about the general strategy and use their verbal behaviour in a self-instructional type of selfcontrol. Thus the training of a verbal response repertoire or rule-governed behaviour is an essential part of the training.
>
> "Throughout the training the teachers try to handle at least one of their own problem situations by means of the learned strategy and receive feedback for their efforts to cope with that situation."

It is not clear from Becker et al.'s description of their approach whether or not they intend that such a program should be a part of, or rather the complete training program for nursery school teachers. Their own research was conducted as an in-service exercise, but they suggest (p. 501) that:

> "The underlying aim of the training program is to develop a general problem-solving strategy simple and flexible enough to be used in new problem situations in the four social fields of teacher-child interactions."

Teacher training for early primary in developing countries has long been hampered by the view that the more pressing needs are for training for universal primary education (Thompson and Greenland, 1983). Yet the problems remain the same for efforts directed towards training teachers whether they be in primary or pre-school. Thompson and Greenland suggest, however, that in developing countries:

> "the literature emanating from international conferences, national policy makers and academia is strong in idealism and rhetoric, but efforts to put ideas into practice and to sustain them over the period necessary for them to be refined and become rooted in school practice have often been very limited and shortlived. At a time when many countries are finding it difficult to recruit teacher educators with substantial experience of even traditional school teaching, how can we hope to equip teacher education programs for the new? It seems evident that where experience and knowledge are not available in sufficient quantity we cannot continue with current practice which is based essentially upon those who know, teaching those who do not, and then sending them out to do as they have been told. We should rather be concerned with finding patterns and modes of teacher education which encourage staff to learn through analysing their own experience and prepare them for a greater degree of autonomy in their day-to-day work."

This view is widely held and supported by organizations and authors such as Adeid (1979), Husen (1979), and Ariyadasa (1976). It would appear, therefore, that new approaches to early primary teacher education, appropriate to Ontario's needs, are not likely to be found in developing countries at this time.

Such is not the case upon review of the rich literature on early childhood and early primary teacher education emanating from the United States. Even in this traditional bastion of interest in the education of the developing child, much controversy regarding all aspects of early primary teacher training abounds. The extraordinary diversity of programs of training was noted in an extensive review of early primary training literature by Seaver and Cartwright (1977). They pointed to the problem of a multiple approach (p. 307):

> "We believe that the training of competent care givers of young children cannot be adequately done in programs that attempt to patch traditional views with new ideas. Such a crazy quilt of preservice professional training experiences often passes for eclecticism. However, programming for young children has undergone a qualitative reorganization that should be matched by nothing less than a qualitative reorganization of programs to train early childhood professionals. Gathering together selections of old and new practices is not likely to produce a marketable blend of training experience."

Seaver and Cartwright offer an alternative approach to professional training based upon what they call a "Pluralistic Foundation." They argue that there should be an explicit link between theory and practice (p. 311):

> "If the educators responsible for training early childhood specialists have done their job, the teachers and care givers, as the

> primary program designers, can execute their responsibilities of forging the link. Care giving cannot be based on blind faith about the efficiency of an approach or on intuition or the momentum of an idea currently on the bandwagon. Although a large repertoire of techniques is clearly an asset, the professional must know which techniques to select and why. Developmental theories can and do help professionals to understand and influence a child's behaviour. Theories serve as the basis for selection, classification, and evaluation of methods and activities. In short, developmental theories bring order to program design and professional behaviour and provide the intellectual content for professional training programs."

But developmental theories are seen by the authors as but one part of an integrated, pluralistic approach. The other critical element is learning theory. They suggest, therefore, that an approach to professional training based upon such an integration would provide the intellectual content necessary for a successful program.

Otherwise, they argue, training degenerates into "relatively disconnected accumulations of methods and materials for working with young children." Lack of an articulated rationale produces a "bag of tricks" approach which, the authors concede, can produce competent professionals but tends to leave a wide range for mistakes. Instead, they suggest that (p. 325):

> "A process, decision-making approach to the training of early childhood professionals provides both the organizing vehicle--learning and developmental theory--and some assurance that there will be exposure to a wide range of congruent exemplary programming practice. With the process approach, students have an adequate supply of ideas about child materials and activities (a "bag of tricks" of sorts) because they select or design learning and developmental theories. But they have much more--a rationale for their actions and decisions that can be expected to serve them well in future professional roles."

Seaver and Cartwright suggest that professional training for early primary teachers requires a link between a core of courses in anthropology, psychology, and sociology and the realistic demands of professional practice. They propose a basic sequence of courses experiences as follows:

(1) Child development course emphasizing characteristics found at different ages and stages of development;

(2) A course on the application of learning and development theories to the development of young children;

(3) A course on deriving programming from major learning and development theories integrated with a community placement practicum experience;

(4) A series of methods, courses and practicum experiences in various content areas such as art, music, physical education and health, language arts and reading, science, social studies, and mathematics.

(5) A course on model programs in early childhood to provide opportunities for program analyses and assessment;

(6) Student teaching experience based upon experience of at least two different early childhood settings contiguously, in order that students can be exposed to the practical application of differing theories.

Essentially then, Seaver and Cartwright support the principle of a wide range of approaches, provided that they are unified, or at least made coherent by the presence of a mix of appropriate development and learning theory. Thus, they are able to conclude (p. 32) that:

> "With a pluralistic core foundation for the training program, a more flexible point of merger with any community-based early childhood program can be provided because students are encouraged to view diversity in programming positively right from the beginning of their preparation program. Students should have opportunities to experience programs and settings that are compatible with their personal views on the facilitation of development as well as those which challenge their views and extend their understanding of alternate positions."

Barbour (1982) provided a much less theory-oriented proposed course of training for early primary teachers. She writes (p. 1):

> "Since there is no sharp demarcation from one developmental stage to another, teachers of Early Childhood Education should be well acquainted with the broad spectrum of pre-natal, infant/toddler, preprimary, primary and elementary education. The specialty is needed but should be developed within the broader scope of teacher preparation."

Barbour suggests that an effective program should be designed to develop:

(1) An acquaintance with great music, art, and literature;

(2) An understanding of the physical and biological aspects of the world and the universe;

(3) An ability to articulate one's thoughts orally and in writing;

(4) An ability to read with comprehension, then to analyze, interpret and judge a wide range of written material;

(5) A comprehension of the variety and complexity of communication patterns as expressed by people of differing cultural and socio-economic backgrounds;

(6) A knowledge and understanding of differences and similarities among societies and cultures, both at home and abroad;

(7) An awareness of the social and political forces affecting education and the implications for young children and teachers, the result of regularly examining educational laws and policies at all levels.

The essence of Barbour's proposal appears to be the development of a personal philosophy of life, education, and approach to the question of the learner-teacher relationship -- all of it based on a process consistent with "current research and acceptable educational theories." The foundation courses would include a synthesis of behavioural sciences research from such topic areas as biology, physiology, psychology, sociology, and anthropology. Child development theory and practice courses would be included and much emphasis placed upon the nature of inter-group and intra-group dynamics. Barbour lists a series of basic curriculum and method specifics which she feels a teacher preparation program should contain. These include:

(1) Planning that integrates young children's needs and developmental stages with the teacher's educational philosophy, as well as local, state/province, and national mandates;

(2) Selecting and evaluating prepared materials and creating new materials consistent with stated goals and objectives;

(3) Adopting a variety of curriculum models to meet individual as well as group needs;

(4) Creating learning environments that foster creativity, healthy self-concepts and regard for others, and intellectual and physical growth in balanced proportions;

(5) Integrating play, a growth process, as an integral part of a child's intellectual, social/emotional, physical, and creative development;

(6) Implementing a developmentally appropriate program of learning for young children that includes all curriculum areas such as language (oral and written, literature, reading), mathematics, science, social studies, performing and visual arts (music, dance, theatre, art, film), and physical education;

(7) Evaluating children's total development (intellectual, social/emotional, creative, physical).

In support of the methods and curriculum courses is a strong emphasis upon laboratory experiences involving observations, participation in teaching experiences and seminar discussions, all leading to "increasingly more complex involvement with children in a variety of educational settings."

A very similar philosophical view to that of Barbour is reported by Smith (1982) reporting on the National Association for the Education of Young Children (NAEYC) guidelines for early childhood teacher education. The NAEYC guidelines created by "several hundred experts" in early childhood teacher education emphasized the need for a strong foundation in the principles of child development from infancy to eight years, and the application of those principles at all levels of the early childhood educational experience -- part and full day care, group centres, homes, kindergartens, and primary grades. The guidelines called for a strong program of practicum experiences throughout the degree program. The practicum would

include, like Barbour's, observation, tutoring, field work, student teaching in a multiple range of settings, and interaction with families, as well as students from many parts of the socio-economic spectrum.

A comprehensive approach to training the early primary teacher is proposed by Hudson, Smith and Swick (1981). They suggest (p. 226) that:

> "The nature of early childhood education today is centered around a concept in which the family, school and community are all integral parts of the early learning of infants and young children. In the past most early childhood educators found jobs in the kindergarten/primary grades and a few may have worked at being infant center or day care directors. As the future emerges the early childhood educator must be prepared to function in many roles and in varied settings in which the central purpose is to facilitate the development and learning of everyone working with infants, young children, their families and the citizens of their communities."

While their work was primarily concerned with continuing in-service experience -- a topic which shall be considered in greater detail later in this report -- their view of the integrated coursepracticum-continuing experience is one which recurs throughout the literature.

Whatever the course content, however long the training program and the integrated practicum, and regardless of the "patchwork eclecticism" that appears to characterize the early primary teacher education question world-wide, there remains a critical, perhaps definitive prior question -- what are the desirable, essential elements of character, intelligence, skill, motivation, and personality that are, or should be, the criteria for selection of potential early primary teachers?

Silver has written a comprehensive article which seems to embody the general view of desired selection criteria versus those which are most commonly used (in the U.S.A.) for admission to teacher training degree programs. She notes (p. 24):

> "What becomes increasingly apparent in the literature is that of the half dozen most applied screening criteria, the primary one is college grades (Brubaker, 1976). In fact, grades are the most used criterion for admission in Martin's (1944) early prediction study of 1936 as they are in a recent survey (Brubaker, 1976). Less than half of the institutions preparing teachers regard a candidate's direct experiences with children as a selection factor (Haberman, 1972)."

Concerned that this very narrow view of selection lost sight of critical personality and experiential characteristics, Silver reviewed extensive literature on the cognitive developmental model of teaching in early primary experiences and used it to create a chart matching the key characteristics of potential candidates to program goals (p. 28):

	PROGRAM GOAL	SUGGESTED KEY TEACHER CANDIDATE CHARACTERISTIC
I.	Cognitive*	Thinking Process
A.	Use of experiences to stimulate thinking through relationships.	Ability to create meaning out of seemingly disconnected experiences.
B.	Use of categorizing, grouping and differentiating to stimulate the organization of knowledge.	Capacity for concept information.
II.	Affective-Social*	Self-Awareness
A.1.	Development of a strong inner self.	Ability to be in touch with one's own feelings.
2.	Acceptance of emotions and awareness.	
B.	Development of a capacity for coping.	Competence in problem-solving.
C.	Ability to function constructively with other people.	Capacity for reflective thinking regarding one's own functioning with other people.

*Cognitive and affective social goals are seen as superimposed layers in this model. For the sake of discussion, they are presented separately.

A second major area or dimension of teaching in early primary reviewed by Silver is that of the affective social domain. She argues that for the key questions of thinking and affective-social skills a candidate for admission needs to be able to demonstrate some "focal thinking" with the ability to grasp significant ideas. As well, it is thought desirable that candidates should be able to examine themselves and attempt to understand their own development. Such reflective thinking, Silver feels, can help define a potential teacher's courage for the task and ability or capacity to assess his or her future growth. In any case, Silver suggests that the early primary teacher education program based upon credits in arts, crafts, and courses in educational psychology, must give way to a much more comprehensive analysis of the personal characteristics of the teacher to be. She also recommends (p.32) that the emphasis upon grade point average as a selection standard must be reduced:

> "As awareness of the complexities of teaching young children grows, so must awareness grow of the complexities of becoming their teacher. Admission criteria for selection decisions to be made regarding candidates for a teacher education program which is rooted in the framework of the cognitive/developmental approach to early childhood must also be complex. Selecting qualified candidates remains one, if not the strongest, link to helping people become qualified teachers for young children."

Barbour's (1982) view of desirable early primary teacher characteristics are more specifically stated but are quite general in concept. She argues that such teachers must possess the knowledge, skill, and competency necessary to interact sensitively and successfully not only with the children they teach, but also with all adults who directly affect their students.

Smith (1982) agrees in general terms with Barbour and adds flexibility and creativity as desirable qualities.

The reviewer is left with the strong impression that this "paragon" of early primary teacher, represented by all the ideals noted or implied in the literature, is quite unattainable. What is clear, however, is the distinction between knowledge and courses on the one hand, and the affective, social aspects on the other.

Spodek and Davis (1982, p. 42) noted, however, that the weight of the literature on early childhood education:

> "Suggests that important teacher qualifications are rooted in the basic personal characteristics of teachers as opposed to the competencies that might have resulted from the participation in teacher training programs. This would suggest that selection characteristics of various teacher education programs might be as important in developing teachers as are program characteristics."

These authors reported that earlier reviews conducted by them had been unable to identify <u>any</u> studies of early childhood education programs (a problem also encountered by the present author in this review). They set out to correct this through their own survey of U.S. teacher

education programs specifically concerned with preparing early primary teachers. Their findings are very interesting in that they illustrate the newness and extent of early primary teacher training in the acknowledged bastion of formal university training for such teachers. Spodek et al., found that over half the programs had been in existence less than 10 years and two-thirds were housed in colleges of education, rather than in faculties or units of child development. Most (80%) lead to qualification for state teacher certification, nine-tenths offered a bachelor's degree and more than half provided an advanced degree. The primary criteria for admission were grade point averages and test scores.

One of Spodek et al.'s more interesting findings was the conclusion that early primary training programs may be "among the politically weakest in institutions of higher learning." They appear to be lacking in history, tenured faculty, prestige, and authority. They are also perceived as the most vulnerable and dispensible programs in times of economic stress. They are often combined with elementary education programs and are, most often, regarded as the weaker element.

Spodek et al., conclude in their report (p. 44) that:

> "Projections are that enrollments and criteria for selection, retention and graduation to these programs will continue to remain the same. Given the current and projected economic problems in higher education along with projected lower enrollments, questions may be raised about the future of these programs, their ability to maintain their vigor and their size. Increased demands for teachers of young children and the establishment of program standards may counter some of these influences."

Complicating the question is the problem of certification. O'Bryan et al., (1975), reviewed the literature on certification in Canada and elsewhere to that date, and concluded that a dichotomy existed between teachers certificated in community college courses and who subsequently worked in junior kindergarten and day care environments, and the "certificated" teachers who held degrees or met Ontario Ministry of Education requirements.

Spodek, Davis and Saracho (1983) investigated the effect of certification practices on U.S. early primary teacher education. They found that:

> "Professional education course requirements had changed as a direct result of certification. Additional courses in special education, content area (i.e., teaching mathematics, science, social studies, and reading), infancy, and parenting have become required components of their early childhood teacher education programs.... Existing courses had been modified to include information on multiculturalism, nutrition, day care, and administration of child care settings. These changes seem to have limited the number of elective courses available to early childhood majors and the degree of

> flexibility available to early childhood faculty in designing course work."(p. 51)

Another major change noted by Spodek et al., is in the area of practicum and student teaching experiences. Much heavier emphasis has been placed on this aspect of training, increasing time burdens on both faculty and students.

Spodek et al., believe that many significant changes are the direct result of certification practices. They state that while this might lead to a greater responsiveness of teacher education programs to the organizational needs of public schools as identified by administrators and to the organized teaching profession as a whole, these groups are but peripherally related to the overall field of early primary education. The danger is the possible loss of specificity in early primary education so that such programs become indistinguishable from programs aimed at preparing teachers for service at other levels. They conclude (p. 52):

> "While this may be viewed as a positive gain, there is also a loss to be considered. Early childhood education as a field has always been responsive to the needs of young children and their parents. Among the forces that influence certification requirements, advocates of children and parents seldom have an impact. Thus the responsiveness of the field to its major clients may be diminishing as a result of the impact of certification on how early childhood practitioners in the field are prepared."

Certification is a key element in the continuing controversy regarding the over-riding role of the early primary education teacher. Is the role a "caregiving" one, one of preparation for success in the ongoing curriculum, or some form of integration of the two?

The literature on care giving is as scant as the literature bearing directly on teacher education programs, but some useful articles of recent origin are available. One such article, Klein and Lombardie (1982), described the characteristics of a high quality care giver as one who has the knowledge and skills necessary to:

(1) Establish and maintain a safe and healthy learning environment;

(2) Advance physical and intellectual competence;

(3) Build positive self concepts and individual strengths;

(4) Promote positive interactions between adults and children in group situations;

(5) Create optimal coordination between home and centre child rearing practices;

(6) Carry out additional programs and responsibilities that relate to children's programming.

Klein and Lombardie reported on a new federal initiative designed to supply child development care services to a wide range of clients throughout the United States. The Child

Development Associate (CDA) program attempts to provide a trained person able to meet the needs of groups of children in such settings as Head Start, day care, crèches, day schools and in-home groups. Most CDAs do not assume complete responsibility for a program, but are more often in charge of a group of children within a child development centre.

The training program for the CDA is a combined selection and practicum approach, heavily dependent upon team teaching techniques and strongly field oriented. It is not based on the completion of a set of prescribed courses or traditional paper and pencil tests. Instead, it relies on the acquisition of "demonstration of competence" while the individual works directly with young children.

Central to CDA training is the careful integration of theoretical preparation in child development and early childhood education and practical everyday on-the-job experiences. Approximately 50 per cent or more of the total training time is spent in supervised field experiences. Assessment is also field-based and candidates are assessed as they interact with children in a pre-school setting.

Competence is not equated with the number of years spent in school, and progression through training and assessment varies according to individual needs, abilities and experiences. Basic to the CDA program philosophy is the belief that training should be geared to the trainee's strengths and areas that need improvement.

Accreditation is available to CDAs working with children from 3 to 5 years of age and is earned in four basic steps: application, information collection, local assessment team (LAT) meeting, and award of the credential. Of these, the local assessment team is the most innovative approach. Once all of the information in the candidate's portfolio is collected, he or she is assigned to the LAT augmented by a CDA expert. The candidate is then observed working with children, is interviewed, assessed and recommended if found suitable.

Klein and Lombardie suggest (p. 5) that:

> "It was always the intention of the designers of the program to provide a CDA system for the total child care field. Wherever children are cared for outside their home, competent caregivers should be available. Although the present system for training and assessment is focused on caregivers in center-based programs for children 3 to 5 years old, a set of competencies for home visitors, family day care providers of services to handicapped children has also been drafted. As with the development of the original competencies a wide variety of individuals and organizations concerned with young children have contributed to the development of the competencies for other provider groups."

It is apparent that the CDA program will have considerable impact on early childhood care programs throughout the United States and may well be seen as a model for other jurisdictions.

Sebastian, Jacker and Chittams (1983) note a significant difference in Australian views on early primary education and child care. They report (p. 27) that:

> "Most State Governments in Australia accepted responsibility for one year's pre-school education prior to school entry. These programs have been staffed by trained early childhood teachers and have received a level of funding adequate to meet their educative function.
>
> "On the other hand, day care programs were developed initially as custodial services to meet the needs of a few socially or economically disadvantaged families, and generally, have been poorly staffed and inadequately funded. Thus two separate and distinct types of programs have emerged, one for pre-school education, the other for day care (although the distinction between what is 'care' and what is 'education' within these programs continues to be a source of considerable debate.)"

However, the Australian 1972 Child Care Act brought about a dramatic change, producing 421 programs funded through the Federal Children's Services Programme. It also generated a need for trained child care staff. Most training of child care specialists had previously been conducted in three-year Diploma in Teaching (Early Childhood) programs or 15-month Mothercraft Nurse Training programs. The inadequacies of such programs for child care workers were noted by Fry (1973), and in Victoria a two-year program leading to a Certificate in Applied Science (Child Care) in Mothercraft nursing was established.

At a much different level, a tertiary institution, the Institute of Early Child Development, offered an Associate Diploma in Arts (Child Care). This program has some interesting features of integrated curriculum courses and field practicums.

Attempts to bring staff workers from child care centres to the institute for practicum meetings prior to field placement resulted in low attendances in both working hours and evening sessions. An innovative in-service program was developed to overcome problems related to heavy work-loads at centres and the unwillingness of already heavily committed workers to attend evening meetings. The project had five major objectives:

(1) To assist field supervisors to gain further understanding of their supervisory roles in relation to students from the Institute of Early Childhood Development, including a greater understanding of the courses undertaken by the students;

(2) To facilitate communication between staff in the "participating" day care programs; to explore ways in which the Institute, through its staff expertise, library resources, and specialist facilities might be used to meet the needs of the day care field;

(3) To assist Institute staff to gain a better understanding of the day care field into which students are placed for their field placements;

(4) To identify perceptions of participating centre staff with respect to care practices;

(5) To assess any changes in these perceptions.

To meet these objectives a detailed program was developed over a two year period as follows:

Session 1 - Year 1 - Introductory session

Pre-test questionnaire

IECD & its programs

Student placements

Role of the field supervisor

Session 2 - Year 1 - Clinical supervision

Practical requirements for students on field placement

Introduction to the 'activities' component of the Associate Diploma

Session 3 - Year 1 - Understanding staff burnout

Practicum schedules. What is the most appropriate way of formulating field experiences

Music workshop

Session 4 - Year 1 - Student expectations during field placements

Working with parents

Session 5 - Year 1 - Baby massage for day care workers

Integrating pre-school/day care programs, the experience at Thomas Coram London

Art workshop

Session 6 - Year 2 - Effective communication with particular reference to helping cope with the 'at risk' student

Speech and the young child

Session 7 - Year 2 - Effective leadership styles

Exploration of the environment workshop

Outdoor play

Session 8 - Year 2 - (forthcoming)

Future directions in day care programs

Supervising final year students

Movement with infants

First evaluations of this rather extensive practicum experience in child care training indicates some very positive results. Sebastian et al., concluded that:

> "The program sponsored by IECD is one attempt to meet the in-service needs of the day care field, and at the same time produce a greater degree of co-operation between the Institute and the field in respect to Practicum supervision. The formative evaluation so far conducted suggests that field personnel have gained considerable benefit from the program, while, from the College's point of view, the quality of practicum supervision is noticeably improving. The summative evaluation to be carried out at the end of the program should provide a more definitive statement on the values of the program."

Both the tenor and content of the literature reviewed to this point indicate a clear division between those who train and are trained for early primary "education" and those who seek a career in child "care". Education of child care specialists relies much on in-service and practicum programs. Verzarro (1980, p. 34), however, argues that there has been little attempt made by colleges of education to provide in-service training to early primary educators.

> "There are plausible reasons for inattention to the in-service needs of early educators. Traditionally, early childhood preparation may have been considered as outside the pre-service mandate. Hence, adequate training packages or faculty advocates for early childhood education were not developed. Or it might have been felt that educational programs during children's early years were at best useless and, at worst, dangerous for healthy child development (Moore & Moore, 1973). Further, in an era of diminishing resources, colleges of education may have chosen to respond to organized pressures from public school systems, state departments of education, and teacher unions for in-service training."

Verzarro suggests a series of approaches to improve in-service education programs for the early primary educator. Essentially these are as follows:

(1) Relationship of in-service to pre-service training through the examination of the pre-service instruction for both its internal validity and its current relevance to early primary education;

(2) Use of models employing four stages of presentation planning, implementation, evaluation, and follow-up.

According to Verzarro, planning involves specifying the goals, identifying schools (or early childhood programs), and identifying needs of participants through a questionnaire. The involvement of teachers in the planning stage is critical for later success. This is

especially important in early childhood education where the needs and perceptions of the potential in-service candidates may be so diverse. Needs assessments should be only the starting point of in-service, not the determinant of the end product.

The implementation stage should be a collaborative effort. Representatives from staffs of varied types of early childhood programs (e.g., infant day care, home-based services, nursery schools), as well as representatives from state licensing offices, parents' groups, and collegiate faculty should be involved in the development of an overall in-service training package.

Based on previous in-service efforts, there are many ideas for effectively operationalizing the implementation stage for an early childhood education in-service program. Examples include holding in-service training during the staff workday, the availability of resource help for staffs on their jobs over an extended period of time, and the use of videotapes and demonstrations. Self-instructional materials may be especially useful. In selection of an in-service leader, it is important to note that staffs may be more comfortable with and more apt to take advice from experienced teachers.

Verzarro (p. 36) believes that the evaluation and follow-up stages should:

> "....operate together. While immediate feedback from staffs is important, on-site observations of and discussion with early educators some time after the training may also provide valuable data for future planning efforts."

A very practical and apparently successful approach to the problem of providing substantial in-service training to early primary education leaders working in pre-school settings was reported by McCarthy and Landerholsen (1978). Although their study was conducted entirely in interracial inner-city schools, their work appears to have general relevance. The first step of the project was to visit day care centres in Chicago and choose appropriate examples.

Three criteria were used: (a) centres with a large percentage of the staff that needed and wanted more training; (b) centres with different sponsors; and (c) centres that serviced a variety of ethnic populations. The project staff consisted of six teachers who were experienced in working with young children. All the staff had worked with young children in a variety of settings and from a variety of backgrounds.

Each team met on a weekly basis to evaluate the previous week's goals and lessons and plan new lessons for the next week. In addition to individual team planning, the total staff had a weekly planning session where teams compared notes on activities, ways of establishing rapport, and implementation of goals. They set policy, made new materials and games, and shared new theories and ideas gained from reading and attending conferences.

Each team also had weekly planning sessions with the teachers at the day care centres. They were well prepared with ideas, activities, and new theories. The centre teachers began to see the importance of planning activities ahead of time for their own classrooms.

Individualization of learning in the field site was provided. The program was set up to fit the needs of the teachers rather than a set curriculum that everyone had to follow.

Teams worked with the teachers in a specific classroom one to three hours a day, four days a week, depending on the needs of the classroom. The duration of time the team spent in the centre was open-ended (three months to two years) and depended on the level at which the teachers started. When both the project staff and the centre staff felt the teachers were ready to operate on their own, the teams were gradually withdrawn.

Major efforts were directed towards rapport building in early stages of contact followed by the individualization process. This involved an inventory taking of available materials and an assessment of the physical aspects of the classroom. The materials, space, physical aspects, and the activity levels of the classroom were utilized to tap the creativity of both teachers and students. Centre administrators were encouraged to become involved and a variety of training and development programs were devised on the basis of the experience learning and motivation levels of the teachers. The findings of McCarthy and Landerholm's study have the ring of general plausibility. They write (p. 43):

> "Certain characteristics of the project staff as well as of the centres became evident as indicators of success or failure. Important points that determine the effectiveness of project staff in centres are: (a) integrated teams of experienced teachers, (b) weekly planning sessions, (c) flexible and individualized approach, (d) work from teacher's strengths, (e) demonstrating lessons in classroom, and (f) providing new and varied materials.
>
> "The centres where more teacher growth occurred had the following characteristics: (a) active support and interest of the administrator-director, (b) active interest as a willingness to change on the part of teachers, (c) a realistic pupil-staff ratio--at least two adults to 20 children.
>
> "The centres where more teacher growth occurred had the following characteristics: (a) disharmony among centre teachers (personality conflicts), to which the director paid little attention, (b) less flexible staff that were less willing to change patterns of teaching and less willing to allow the children to make some noise, (c) high pupil/low staff ratio, and (d) little support from director for staff development.
>
> "The basic ingredients for implementing change are the active involvement of administrators and teachers and a flexible program that enables the teachers to choose the methods and approaches that are most applicable to their needs."

Logan (1979), writing of Queensland's attempts to develop in-service training in the primary division noted a different set of criteria. He suggested such programs should focus on the

school as a functional unit in which the teacher developed self-monitoring approaches to the assessment of personal professional behaviour. Such programs would demand a high degree of local autonomy. High priority areas included better in-school communications, staff involvement in decision-making, diagnosis of need for and implementation of remedial teaching, and increased ability to assess personal competence.

Logan's views illustrate the difference that exists between in-service programs that stress direct improvement of service delivery to children and the more theoretical, analytical, "professional" approach. The later is characteristic of school-based early primary education while the former tends to be more closely associated with pre-school child-care systems. Indeed, in the relatively scarce literature available, there is a clear distinction between the "early primary educator" and the "child care giver."

The length, content and structure of courses are different as are perceived prestige and actual salaries. The early primary educator trained in colleges and universities studies longer, receives certification as a teacher, is paid substantially more and is much more oriented to theories of learning, anthropology, psychology, child development and behavioural sciences generally. The child care worker tends to be much more related to the physical and social needs of the child and the relationships that exist between parent and child and family and teacher.

This dichotomy is also apparent within the ranks of the certificated early primary educator. There is not much evidence in any of the literature that the child care specialist doubts his or her primary role is the nurturing of the child's social developmental and cognitive growth. The early primary educator on the other hand places a much greater emphasis on the developing of learned skills, especially in the 6 to 9 age range but also in junior kindergarten and kindergarten. There are no definitive studies which clearly and consistently clarify this care versus learning question. What does appear is a transition, reflected by the training programs both pre- and in-service, offered to potential and practising early primary educators. Training of teachers of younger children (3-4 years) emphasizes child development, play, nurture, mothercraft, affective and social relationships, and family/centre interaction. As the child enters kindergarten the transition stage in teacher education becomes more apparent. Teachers begin to pay more attention to psychology, anthropology, child development, and learning theory.

In many cases the teacher preparation for certificated early primary teachers is almost bereft of the child care courses so much the central core of the nursery school and day care teacher education programs. Yet a continuing controversy exists within the academic and professional leadership in the field regarding the varying balances of child care and core study (skills) teaching in institutions dealing with early primary education from age 3 through 8 and on who should be permitted to provide the programs. Dilling and Denny (1973) for example, concluded that non-certified teachers were more familiar with child development theories than certified teachers, while supervisory personnel felt that both groups of teachers were doing an excellent job, and that, given comparableness of the two groups,

boards would be justified in hiring noncertified teachers with backgrounds similar to those in the study.

O'Bryan et al., (1975), found that early childhood certificated teachers in Ontario C.A.A.T.s had very strong backgrounds in child development and care programs, but were not so well equipped as degreed teachers in programs dealing with "hard" course content in the learning skills. O'Bryan et al., concluded that certification of C.A.A.T. trained teachers to work in junior kindergartens was unlikely to be acceptable to the currently certificated teaching force in Ontario. Peters (1980) commented upon the drive towards professional status by child care specialists and listed a number of criteria believed to be necessary to achieve such status. Peters noted that one dimension of the definition of a profession is that a profession has control over the key elements of its own destiny. For example, Peters suggests a profession (1) controls entry into the profession, (2) establishes its own standards of expertise, (3) develops its own organizational structures, and (4) regulates its own membership. Given these "keys" to control, the pragmatics of the situation require a "top-down" approach to professionalization. Consideration of the structure of knowledge and of academic institutions, links between academic institutions and professional organizations, and the relationship between academic subjects and certification suggests that the preparation of senior academic leadership is an essential ingredient for movement of the child care field toward professionalization. Peters concluded that future teachers of the child care field will need an educational program that promotes the integration of knowledge on three levels: disciplinary and hierarchical, interdisciplinary and holistic, and thematic and hierarchical.

This view is closely attuned to that which prevails in institutions of higher learning, especially those providing graduate degrees in early primary education fields. In sharp contrast is Bacmeister's view (1975) of the personal skills and curriculum content areas of his ideal teacher of the young child. Bacmeister suggests five personal qualities necessary for success with young children -- good physical and mental health, fondness and respect for children, a sympathetic understanding of their capacities and ways of growing, an ability to see naively and to wonder, and a sense of humour. Knowledge of human development and behaviour, subject matter areas, and teaching methods are recommended. Additionally, Bacmeister suggests that the pre-school teacher should be able to work well with individuals and promote freedom within well chosen and clearly understood limits. The author believes that the unique demands of nursery school teaching make it important for teachers to: have knowledge of and competency in nonverbal flexibility, work with parents, and adapt to the needs of individual children. Emotional controls, skill in managing emotional ties, and the ability to plan flexibly, to work with parents, and to adapt to the needs of individual children are desirable qualities.

Perhaps the most typical example of the transition between the child development associate (day and nursery school teacher) and the teacher in the formal education system is reflected in the training towards certification procedure in Alaska. The Alaska early childhood certification consists of four stages, three of which are directed toward para-professionals. The initial phase of certification is obtained when early childhood training is begun. The second phase of certification requires the trainee to either earn a

nationally awarded Child Development Associate certificate or complete a one-year equivalent intensive training program in early childhood education. Work completed at the second level is applicable to the third phase of training and certification: the associate degree level. The associate degree adds general education knowledge in areas such as English, history, math, and science to the teaching expertise gained in the preceding level of training. The fourth and final step in the certification process is the bachelor's degree, which qualifies the recipient for full professional-level teacher certification. Responses to the national survey obtained from 30 states were used in developing Alaska's early childhood teacher certification plan, which appears to be indicative of a most general training trend. Moreover, there seems to be inherent in the program a tracing of the pathways of child development itself, reflecting the transition of the child from a being who needs physical, social, and emotional development to one more amenable to the learning of skills and activities beyond the range of the unfolding of cognitive growth in a non-directly educative environment.

In summary, there is widespread inherent agreement in a literature characterized by controversy that the developing child needs a teacher trained through a developing curriculum. The emphasis is on adaptation, change, and accommodation to the varying needs of the growing child.

CHAPTER III

Outcome of the Literature Review

It is not within the scope, nor is it the purpose of this report to provide recommendations for action based upon the literature review. Essentially, it is the presentation and interpretation of the more relevant writings and the collection and annotation of research and comment that bear on the questions of early primary education. However, some facets found in the review which bear on the developing field of professional selection, training, and in-service support of the early primary teacher are worth noting.

Perhaps the most interesting new appearance in the literature of the late 70s and early 80s is the increasing use of child development centres involving professional administrators, team teachers, child development associates, researchers, and evaluators. Unlike such establishments as Ontario's Institute of Child Study, or Victoria, Australia's Institute of Early Child Development, these centres focus on working with the child directly rather than studying the learning child in experimental program situations. Although the design, scope, size and administration of such centres vary quite widely from example to example, there are some commonalities. There is close liaison with boards of education and with community based training institutions (in Ontario these would be most closely approximated by Colleges of Applied Arts and Technology.) The institutions supply highly trained professionals who work with the teachers in the centres as visiting or in-house practicum and guidance leaders. At a different level is a research/planning specialist such as might be found at an institution offering an advanced degree (The Institute of Child Study, or the Ontario Institute for Studies in Education are examples.) This specialist plans courses of instruction for teachers, reviews progress, evaluates programs and conducts field research.

There is also a community component in the presence of teachers' aides and para-professionals who seem to work in the personal relationship field and interact between child, family, teacher, and administration.

Models such as the "centre" may well be worth further direct investigation since it is clear from the review that the literature is incomplete and often inadequately delivered.

A second trend which seemed most marked and that likely requires closer attention is the impact of certification procedures on programs of training, in terms of both length and content. Degree programs tend to take themselves very seriously indeed. Length of training increases, behavioural sciences are mandatory courses, theory and principles dominate over practice and methods. The mind of the general child and its progress through developmental stages by way of behavioural or cognitive theory is paramount. Care, nurture, social and play relationships are viewed from the professional rather than the personal perspective. By contrast, the non-degree (the CDA, Nursery School and C.A.A.T.) training programs focus much more on the child's physical, emotional, and social needs. They are much less involved in theory and are very strong on practicums and direct physical involvement with the individual child.

There is a danger in the drive towards "professionalism" through ever increasing certification and selection procedures based on grade point averages and test scores. The danger is that the child can easily be lost in the microscopic, perhaps myopic, attention to its cognitive growth and development. The early primary teacher, thus trained, can become a professional rather than a teacher of young children.

There is an equal danger in the experience-led child care nurture giver. Absence of a theory, lack of a base knowledge, not of child development theory per se, but why such theory is important, can render the "teacher" into something less than a friendly baby sitter. Proponents of either approach might well consider an integration such as that noted in the Alaska Early Childhood Certification plan.

There is, as Spodek and others have noted, no really solid or, indeed, consistent study of the effectiveness of early primary teacher education programs. Furthermore, there are no compelling research findings demonstrating the effective superiority of programs of one sort over those of another, either in teacher training or in the classrooms, centres or day schools themselves. There are, of course, very finely developed programs for pre-schoolers (e.g., Nash, 1981), but there are not comparative studies that have provided definitive answers as to when and for whom such programs should be applied, and with what expected results.

In conclusion, the literature has revealed no El Dorado. But it does indicate some paths along which the policy maker may explore.

Selection criteria broadened to include personal, motivational, and aspirational characteristics as well as educational attainment is one such path. Another is the possibility of value in multifaceted centre development. A fruitful journey might be made into the jungles of integrated practicum and theoretical courses. Another is clearly the question of a thoroughgoing in-service training development. Wherever the paths may lead, the treading of them is surely worthwhile since the literature does reveal one clear and unequivocal finding -- early primary education is a needed, valued, and essential part of an advanced, responsive, and sensitive educational system.

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Most nursery schools in Nigeria are privately owned and the governments exert little control, especially on staffing, but the University of Ibaden has instituted degree programs for nursery and primary education teachers. Rationale and program outlines are given with emphasis on the physical, social, emotional, and intellectual development and welfare of the children.

Bacmeister, R. Teachers for Young Children: The Person and the Skills. New York: Early Childhood Education Council of New York City, n.d.

This paper discusses pre-school teacher competencies and personality traits, but makes no attempt to establish a picture of an ideal teacher. Five personal qualities necessary for success with young children are noted and discussed. These are: good physical and mental health; fondness and respect for children; a sympathetic understanding of their capacities and ways of growing; an ability to see naively and to wonder; and a sense of humour. Other desirable teacher attributes and curriculum area competencies required in the nursery school are explored. Knowledge of human development and behaviour, subject matter areas, and teaching methods are recommended. Additionally, it is suggested that the pre-school teacher should be able to work well with individuals and promote freedom within well chosen and clearly understood limits. It is noted that the unique demands of nursery school teaching make it important for teachers to have knowledge of and competency in non-verbal flexibility, to work with parents, and to adapt to the needs of individual children. This paper also discusses emotional controls, skill in managing emotional ties, the ability to plan flexibly, to work with parents, and to adapt to the needs of individual children, and other qualities which, if developed, can make a good teacher into an outstanding one.

Bakewell, R., et al. Day Care: Staff Training. Ottawa: Department of National Health and Welfare, National Day Care Information Centre, 1975.

This collection of three bilingual papers on issues related to staff training for pre-school programs is part of a series of papers on various aspects of day care published by the Canadian Department of Health and Welfare. Each paper is presented in both English and French. Paper I offers brief guidelines for observing and learning about the behaviour of young children. The behaviours are classified into several categories: physical behaviour and motor coordination, language behaviour, cognitive behaviour, and emotional and social behaviour. Paper II briefly examines questions related to the use of a competence approach rather than a solely diploma approach in staffing child development programs. Issues touched upon include the relationship between a competence approach and a multidiscipline orientation in day care, the definition of competence, the measurement and assessment of competence, and possible dangers in using a competence approach in staffing pre-school programs. Paper III describes a competency-based training program for pre-school personnel. Program objectives, administrative personnel objectives, organization of pre-service and in-service training, 12 general areas of competencies classified according to hierarchical levels, and program evaluation are discussed in detail. Working charts pertaining to the first four levels of competencies are provided in Appendix 1. Appendix 2 consists of a copy of the competency contract required to be signed by the trainees.

Balson, M. "Preparing Personnel to Work in the Early Childhood Field in the 80's". Australian Journal of Early Childhood 6 (June 1981), pp. 24-28.

Clarification of issues will help training persons provide services to pre-school children and families. Issues include content of training programs, parenting roles, and objectives of early childhood education programs. The author suggests expanding, (1) the scope of pre-school personnel training, (2) diversity of child services, and (3) the competencies of teachers.

Bailey, M.; Durkin, D.; Nurss, J.; and Stammer, J. "Preparation of Kindergarten Teachers for Reading Instruction". Reading Teacher 36 (December 1982), pp. 307-311.

Finds that many Canadian and American pre-service and in-service teachers are not being prepared adequately to teach reading in kindergarten.

Bell, M., et al. "Trends and Issues in Early Childhood Education". Papers delivered at a symposium of the New Zealand Council for Educational Research, Wellington, New Zealand, June 1974.

This booklet contains a collection of three symposium papers dealing with current trends and issues in New Zealand early childhood education: (1) "Implications for Teacher Training of New Trends in Pre-School Education", (2) "Professionalism in Early Childhood Education: Some Trends", and (3) "Innovation in Pre-School Programs." The first paper suggests some implications for training the early childhood educator, based on an examination of the aims of pre-school education as outlined in a Department of Education report. The second paper traces the trend toward professionalism in New Zealand early childhood education, particularly with regard to length of training, widening range of responsibility and willingness to be evaluated. The third paper outlines some of the pressures for innovation in New Zealand pre-school programs, discusses some of the barriers preventing innovation, and suggests the kinds of innovation that might prove acceptable to those working in the field of early childhood education in New Zealand.

Bingham-Newman, A., et al. Logical Operations Instruction in the Pre-school Parts 1 and 2. Madison: Wisconsin University, Research and Development Centre for Cognitive Learning, 1976.

The purpose of this study conducted by the Wisconsin Research and Development Centre for Cognitive Learning was to develop, implement, and evaluate an experimental pre-school education program based on Piaget's theory of cognitive development. A second purpose was to examine Piaget's theoretical assumptions and postulated cognitive developmental trends for a two-year period of the preoperational substage. A core group of 48 subjects aged 3 to 5 years remained with the project for the full two years. The document includes sections on: (1) the preoperational characteristics of mental operations; (2) description of pre-school programs, and the teacher education component which includes principles, guidelines, and components of the Piagetian pre-school program, a conventional nursery school program, and the teacher education program for the Piagetian Pre-school Education Program (PPEP); (3) methods and procedures; (4) results and discussion. Extensive tables are included. The 92 pages of appendices include curriculum planning materials, task protocols, scoring procedures and materials, as well as comprehensive score patterns and stage designations for the complete task battery.

Bookman, R. "Family Day Care: In a Class by Itself?" Day Care and Early Education 4 (September/October 1976), pp. 11-12.

Describes a course given by the author at Cornell, "Practicum in Understanding Family Day Care." Includes rationale, student projects, and benefits to students and participating day care workers.

Brigham, J. Assessing CDA Competencies Through Videotape Recording. Idaho: Idaho State University; Boise State University, Poratello College of Education, n.d.

This module introduces Child Development Associate (CDA) trainees to the use of videotape recording (VTR) for self assessment in teaching situations. A sequence or agenda of 15 VTR activities is the nucleus of the material. The agenda begins with a five minute pretest to provide CDA trainees a general awareness of their personal characteristics. Subsequent taping sessions on the agenda are 10 to 15, 15 to 20, and 30 or more minutes long. The longer tape episodes are designed to provide an extended examination of the CDA trainee's personal teaching strengths. Objectives, procedures and evaluation forms for the first eight activities on the agenda are provided. Operating and trouble-shooting checklists for the videotape recorder and a series of preliminary videotaping activities are included in the module.

Carey, L., and Truesdell, L. Development of General N-6 Teacher Competencies. Early Childhood and Elementary Education Teacher Competency Study. Interim Report. Rev. ed. Tallahassee: Florida State Department of Education, Early Childhood and Elementary Education Section, and Right to Read, 1977.

This interim report describes the progress of a Florida study to identify teaching competencies for teachers of pre-school through Grade 6. Development and operation of the model for the study consisted of four phases: (1) generating and compiling a list of

competencies from classroom teachers, through interviews and classroom observation; (2) generating and compiling another list from interviews with teacher educators and from a nation-wide literature search; (3) review criticism and clarification of the resulting competency statements by members of the educational community; and (4) establishment of priorities as to usage, criticality and grade-level appropriateness by representatives of subgroups of the educational community. Step-by-step procedural charts are included with the text. Two committees involved in reactions to the study were: an operational committee of classroom teachers, Florida Department of Education personnel, teacher educators, district supervisors and project staff, and a steering committee representing a state-wide group of education professionals, mostly classroom teachers.

Child Development Associate Training Materials. Fall River, Mass.: Child Development Associate Training Program, 1976.

This collection contains Child Development Associate (CDA) training materials from the Fall River, Massachusetts, training program, including a booklet for trainers, a chapter on curriculum planning, and three modules covering the areas of pre-school environment, daily schedule and transitions, and observations of children. Each module contains a training section for the CDA candidate and an evaluation section for assessment of the candidate by the trainer or by the candidate himself. The training section follows a work-book format, and the assessment section provides specific guidelines for evaluating observations made in the pre-school classroom. The first module focuses on the physical environment, emphasizing developing a maintainable arrangement for furniture, equipment, and materials. Room space is divided into functional areas that the children can recognize, and organized so that the children can take on some responsibility for care and maintenance of equipment. The second module is concerned with daily scheduling techniques, focusing on the arrangement of planned sequences of active and quiet, indoor and outdoor activities within a setting that is flexible enough to adjust to special circumstances and needs. The third module deals with developing techniques for observing children as they grow and progress in the areas of group behaviour and verbal ability. The chapter on curriculum planning deals briefly with establishing goals, selecting themes, planning activities, and writing lesson plans. A booklet for trainers reviews briefly the CDA program and describes in detail seven trainer competencies that facilitate the teaching of CDA trainees.

Croft, D. Be Honest With Yourself: A Self-Evaluation Handbook for Early Childhood Education Teachers. London, Eng.: Wadsworth, 1976.

This workbook is designed to help student teachers and para-professionals involved in early childhood programs evaluate their reactions to problem situations and assess their teaching potential based on past performances, individual preferences and attitudes, and evaluations by others. The first section contains perforated worksheets presenting problem situations, a list of probable reactions to choose from and elaborate on, and three questions designed to help the user explore his/her feelings about the situation. Problem situations involving children, parents, staff, and conflicts in teaching methods are included. The second section contains perforated worksheets and instructions for different self rating exercises that centre on personality types, experiences, preferences, and attitudes. Also included are a list of clues for good teaching and a quiz designed to assess one's ability to hold down an early childhood teaching position.

Daniels, M., et al. "A Team Approach to Teaching a Developmental Point of View". Child Care Quarterly 5 (February 1976), pp. 181-191.

A teacher-training curriculum involving a team approach to teaching young children is presented. It is proposed that a developmental point of view is fundamental to the education of potential workers with children, the need for a non-authoritarian child-centred approach is stressed.

Day Care and the CDA; 1974: A Position Paper. Washington, D.C.: Child Development Associate Consortium, Inc., 1975.

This position paper summarizes the views of the 12-member Day Care Task Force to the Child Development Associate (CDA) Consortium, following a series of colloquies held by the task force on topics related to staff training and assessment in the day care field. Topics covered are: (1) definition of day care for children; (2) specific competencies

required of day care staff beyond the basic CDA certification; (3) assessment procedures; (4) credentialing procedures; (5) eligibility requirements; (6) special problems.

Day care is defined as a multidisciplinary, non-exclusionary extension of the family, operating in an extended time frame at the request of families which use it. The CDA performance criteria are judged adequate to meet primary needs in day care but lacking in the areas of human relations, individual differences, principles of learning, self-knowledge, objective observation, listening skills, and feeling tone. The task force consensus on the CDA assessment procedures for day care workers is that the additional competencies should be recognized, that procedures should be flexible enough to take into account the artificial differences between full- and part-day staff, and that observations should be extended from three hours to a full day session. It is urged that the credentialing system remain independent of existing licensing or credentialing processes and remain regionalized for flexibility.

Egertson, H. A Description of the Preparation, Experience and Educational Orientation of Teachers in Pre-kindergarten Programs in Nebraska. Ph.D. Dissertation. Nebraska: University of Nebraska, 1980.

The purposes of this study were to ascertain and describe the nature of the preparation, experience, and educational orientation of pre-school and day care teachers in Nebraska, and to determine correlations among the variables studied. Two instruments, the Pre-school Teacher Preparation and Experience Questionnaire, and the Teacher Attitude Q Sort were employed in the study. Of the 87 respondents, 49 were pre-school teachers and 38 were day care teachers. Two sets of hypotheses were tested. The first set compared the two groups of teachers on the descriptive variables of age, parental status, type of experience, years of experience, level of education, type of education, certification, and in-service participation. On the basis of their results on the Teacher Attitude Q Sort, teachers were assigned to one of five role model categories: Maternal, Therapeutic, Instructional, Integrative, and Eclectic. The second set of hypotheses explored relationships between high Teacher Attitude Q Sort factors, role model categories and the descriptive training and experience variables. Findings are discussed. In general, pre-school and day care teachers were found to differ significantly from one another on all of the descriptive variables tested. Also, while both groups of teachers exhibited a variety of educational orientations and role model preferences, these characteristics did not appear to be affected by their experiential or educational backgrounds.

Enzinna, C., and Polloway, E. "Certification for Teaching Pre-school Handicapped Children: A Status Report". Journal for Special Educators 18 (Summer 1982), pp. 23-27.

Questionnaires revealed that many teachers currently working with handicapped pre-schoolers are specialists in other teaching areas. Many states are not developing a specific certificate for this population, and there is a discrepancy in definitions and criteria from state to state.

Estus, L., et al. Teaching Young Children with Special Needs: A Program Description. Boston: Wheelock College, 1980.

The program allows in-service students to work toward their degree while receiving on-the-job supervision as teachers or aides. The cooperating teachers receive support and a course voucher from the college for their services. Four roles of teachers are identified and competencies listed for each: evaluator; strategist/planner; teacher; communicator. Admission guidelines are given, coursework is listed, and the use of mini-grants for independent study are discussed. Program aspects said to be unique include a year long internship, exploratory days (site visits), and a multidisciplinary orientation. Program dissemination activities are considered.

Fargo, J. "The Role of Human Development in the Early Childhood Training Program: An Instructor's Perspective. Educational Perspectives 15 (October 24, 1976), p.3.

Describes efforts to develop a humanistic, interdisciplinary program designed to "educate the whole teacher to educate the whole child."

Feeney, S. "Who Am I in the Lives of Children?" Educational Perspectives 15 (October 1976), pp. 19-23.

Focuses on the Curriculum and Instruction component of the University of Hawaii's Early Childhood Education Program, and how it is designed to help students grow.

Fields, M. Alaska Early Childhood Teacher Certification and Early Childhood Teacher Certification in Other States. 1981.

The Alaska Early Childhood Certification Process (AECCP) and a summary of a national survey of early childhood certification processes are provided in this report. The AECCP consists of four stages, three of which are directed toward para-professionals. The initial phase of certification may be obtained when early childhood training is begun. The second phase of certification requires the trainee to either earn a nationally awarded Child Development Associate certificate or complete a one-year equivalent intensive training program in early childhood education. Work completed at the second level is applicable to the third phase of training and certification: the associate degree level. The associate degree adds general education knowledge in areas such as English, history, math, and science to the teaching expertise gained in the preceding level of training.

The fourth and final step in the certification process is the bachelor's degree, which qualifies the recipient for full professional-level teacher certification. Courses associated with each level of certification are listed. Responses to the national survey obtained from 30 states were used in developing Alaska's early childhood teacher certification plan.

Fountain, A. Early Childhood Services in Sweden: Observations of Some Features of Children's Services and Teacher Education Made During a Study Visit August-September 1979. Newtown, Australia: Nursery School Teacher's College, 1979.

Several aspects of children's services and teacher education in Sweden, including day care centres and pre-school teacher education, are reported by an Australian early childhood educator who, as the recipient of a guest scholarship, visited Sweden in August/September 1979. The report includes: (1) the itinerary of the visit; (2) a few facts about life in Sweden; (3) an overview of family and child care policy; (4) a summary of recommendations of commissions that have affected the development of policy for early childhood education; (5) accounts of the growth of day care, the development of policy for pre-school education, and the funding of child care services. Visits were made to seven day care centres and impressions of basic features of day care provision in Sweden are given. Innovative programs and associated research and evaluation activities, the administration of child care in Malmo, pre-school teacher education in Sweden (including different types of training programs and their organization), and the basic dimensions of the Swedish school system are described in detail. Brief descriptions of each visit made are appended.

Gentry, J. "Early Childhood Education in the People's Republic of China". Childhood Education 58 (Nov.-Dec. 1981), pp. 92-96.

Provides an account of observations made in kindergarten classrooms in China. Topics discussed include physical facilities, ideology, curriculum content, health care, behavioural control methods, and availability of kindergartens.

Goldsmith, M. "The Rhode Island Connection: A Family Day Care Training Program". Children Today 8 (July-August 1979), pp. 2-5. 1979.

Describes state level development of a television series for family day care training and a two-year work/study para-professional program for day care providers.

Gordon, I. "Parenting, Teaching, and Child Development". Young Children 31 (March 1976), pp. 173-183.

Points out the commonalities in parenting and teaching: provision of the learning environment, predictability, reciprocal social interaction, persistence, responsiveness, reasoning, rationality, reading, and warmth.

Greenberg, P. Day Care Do-It-Yourself Staff Growth Program. Washington, D.C.: Growth Program, 1975.

This book presents a competency-based performance-oriented course designed by the General Learning Corporation for on-site training of day care, Head Start, pre-school, kindergarten and "open primary" teachers, assistants and volunteers who are working in

programs with limited staff development funds. The course includes: (1) detailed suggestions to the training leaders; (2) reading assignments and semi-self instructional exercises for staff members; (3) systems for assessing the progress of children and staff; (4) materials and guidelines for developing and implementing a parent and volunteer involvement program. In 16 chapters, an entire year's operation is outlined, from orienting the staff to organizing the physical plant and establishing a curriculum.

Harrison, G. An Attempt to Bridge the Gap Between Theory and Practice in Early Childhood Teacher Education. Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator. Tel Aviv, Israel: 1980.

Dissatisfaction with existing pre-school teacher training programs, which over-emphasize educational theory and neglect practice teaching, led to the development of the pre-school teacher training program described in this paper. Initial activities of the program involve group dynamics principles, and human relations training to assist students to develop self-evaluation skills. Once students are competent at analyzing their own actions and those of their group, they are considered able to understand the kinds of situations and problems which occur in the typical nursery school. A simulated nursery school was created to provide experience with the varied issues of early childhood education. This setting, which includes children, permits tutors and students to discuss practical matters affecting the children, the school as a social organism, home and society, the educational system, and professional roles. Written materials, slide-tape programs, role playing, and taped interviews with parents and staff are used to supplement this practical training. In this document, a vignette of a training activity is provided and pertinent educational, developmental, and organizational issues are commented upon within the activity. Other learning activities are described.

Hirshoren, A., and Umansky, W. "Certification for Teachers of Pre-school Handicapped Children". Exceptional Children 44 (November 1977), pp. 191-193.

Fifty states and the District of Columbia were contacted by questionnaire to survey pre-school handicapped children teacher certification guidelines.

Hollis, P., and Newton, J. Project OUTREACH Evaluation. 1973.

Described is a four-week summer workshop, Project OUTREACH, designed to train Head Start personnel in the knowledge and skills necessary to identify handicapped or potentially handicapped children, and to develop specific teaching strategies for the pre-school handicapped child. It is explained that a unique aspect of the workshop was the coordination of 19 consultants. Reported are results of objectives (one-fourth of participants made significant gains in knowledge and skills) and subjective evaluations (80 per cent of participants regarded the workshop as very informative or informative.) Briefly described are the following topic areas: overview of early childhood and exceptional child education; assessment of child's existing skills; curriculum development; instructional methodology; development of psychomotor skills, language, speech and hearing development; selection, utitization, and production of materials; communication; working with families of handicapped children; and record keeping. Appended are the objective evaluation instrument, evaluation forms, and a narrative summary of daily evaluations.

Honig, A. Staffing and Training in Day Care: U.S.A. Paper presented at the meeting of the International Society for the Study of Behavioural Development. Guildford, England: University of Guildford, 1975.

This paper discusses the selection and training of appropriate staff for day care. It suggests that an ecological view of a day care centre which considers all environmental factors, helps draw attention to the importance of all staff members (including cooks, bus drivers, secretaries) in providing enriching experiences for the children. Total staff involvement may entail less hierarchical distinction between teachers and other staff members. Considerations for interviewing staff should thus include attitudes of personnel towards sharing roles and status. A variety of staff selection methods (interviewing, trial participation, and role playing) is recommended. In-service training assumes importance once staff has been selected, and planning time and basic topics for in-service training sessions must be considered in advance. Other in-service topics of importance are interpersonal skills, conceptuatization of the program, morale, and relations with parents. Communication with parents can provide information needed to understand and deal effectively with children's behaviour and problems. Formative

evaluation can be used as an aid to training and can help supervisors monitor the effectiveness of in-service programs. Suggestions and examples of interviewing, training, and parent involvement methods are provided.

Ishigaki, E. How Do We Educate Teachers for Early Childhood Education: Early Childhood Educators in Japan. Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator. Tel Aviv, Israel: 1980.

This paper discusses the organization of early childhood education and pre-school education in Japan, and describes how teachers are trained for positions in these schools. It is noted that the organization of such education in Japan has undergone considerable change since the first kindergarten was established in 1877. At that time, the curriculum consisted of three subjects. In 1885 it was expanded to 20 subjects, and in 1947 was reduced to 12 subjects. In 1956 another transition occurred, and six areas of study were organized: health, social studies, nature, language, music and rhythms, and drawing and crafts. These six areas are used today. The day care curriculum is divided according to the children's ages. For 4- and 5-year-olds, the curriculum includes all six areas of study; four areas are used with 3-year-olds; three areas with 2-year-olds; and two areas with children 1 year old and under. Three points are stressed in training teachers of young children: (1) developing the teacher's personality with good ethical concepts; (2) including sufficient professional subjects; (3) providing a sufficient amount of practice teaching. Professional subjects include child psychology, sociology, and pedagogy. The Ministry of Education requires two weeks of practice teaching, but more concentrated and supervised programs are available.

Jaffe, K. Child Care in Sweden: A Comparative Perspective. California: 1980.

This paper describes child care delivery in Sweden, compares aspects of the American and Swedish systems of child care, and identifies what each country can learn from the other. Focusing mainly on the Swedish system, the first section addresses such topics as: (1) the role of the State and local districts in program planning and administration; (2) problems of five-year plans; (3) types of child care offered; (4) distribution of costs; (5) expenditures for sites, facilities and equipment; (6) programs for caregiver training and staffing; (7) the historical development of Swedish child care. Subsequent sections delineate differences between American and Swedish systems in the areas of public attitudes toward and awareness of child care programs, parent participation, and the ability of citizens to influence the political system with regard to child care issues. Advantages of the American approach to providing child care are pointed out. Next, innovations in Swedish child care, such as parent insurance, services to immigrant children, school/community integration programs, sibling projects, and 24-hour child care programs are described. In conclusion, aspects of the Swedish system that might be applied to improve the American child care system are indicated. Information related to the topics of this paper is depicted in four appended charts and graphs.

Jasik, L., and Horowitz, R. On-The-Spot Course on Early Childhood Education in Phitsanulok, Thailand, 26 July - 10 August, 1983. Report. Haifa, Israel: Mount Carmel International Training Centre for Community Development, 1983.

Reported here is information about a two-week training course on the topic of early childhood education in Thailand. Sections include: (1) background information on the status of pre-school education in Thailand and data on program participants; (2) objectives of the course; (3) description of program activities and procedures; (4) review and conclusions of the program; (5) student evaluation questions. A list of participants is also included.

Kaplan-Sanoff, M. "In Search of Self: Teaching and Practice". Educational Forum 4 (March 1980), pp. 339-347.

Presents a brief model of how teacher education theory and classroom practice can be integrated into early childhood education. Major theoretical perspectives on child learning are discussed; then, the strategies and teacher behaviours that are consistent with these perspectives are considered. Colleges of education curricula are also discussed.

Katz, L. "Challenges to Early Childhood Educators". Young Children 32 (May 4-11 1977), p. 4.

Discusses challenges to early childhood educators in terms of four principles: (1) congruity; (2) knowing the learner's understanding of what is to be learned; (3) timing; (4) socio-intellectual ambience.

Katz, L. The Education of Pre-primary Teachers. Urbana, Illinois: ERIC Clearinghouse on Elementary and Early Childhood Education, 1982.

Current knowledge and practices in the field of pre-primary teacher education are discussed with respect to unique characteristics of the field, general issues in teacher education and pre-primary education, and recent developments in in-service education. Unique characteristics of the field of pre-primary teacher education include role ambiguity, variations in program goals, and low wages. General issues in the areas of teacher education and pre-primary education include: (1) the elusiveness of criteria for good teaching; (2) the impact of training on teacher performance; (3) the "feed-forward" problem stemming from the provision of content and methods to students who have not yet had experience in settings where the training is relevant; (4) problems of teacher training program content. Recent developments in in-service education are discussed in terms of two types of in-service education: the "advisory approach" and its variant, the Enabler Model; and the Child Development Associate project.

Katz, L. Second Collection of Papers for Teachers. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1975.

Theoretical issues of concern to teachers in early childhood education are discussed in this collection of four papers titled: "Some Generic Principles of Teaching"; "Psychological Development and Education in Early Childhood"; "Teachers as Consumers of Educational Information"; and "Notes on the Distinction between Education and Excitement". The first paper enumerates four principles of teaching: (1) the principle of congruity; (2) the principle of knowing the learner's understanding of what is to be learned; (3) the principle of timing; (4) the principle of socio-intellectual ambience. The second paper outlines those factors which affect pre-school expansion, defines "pre-school program" and describes the parameters of the pre-school program. Possible errors which emerged as a result of the emphasis on "enrichment" are discussed, and it is suggested that a major goal for pre-school education is to help children make sense of their own everyday experiences. The third paper discusses selling and informing models of information dissemination, and contrasts the style, format and treatment of the same information in two publications. The final paper suggests that teachers develop activities that children will find satisfying over a long period of time rather than momentarily exciting.

Katz, L. Talks with Teachers: Reflections on Early Childhood Education. Washington, D.C.: National Association for Education of Young Children, 1977.

This book is a collection of 10 papers discussing aspects of teacher development and working with children. "Teachers' Developmental Stages" outlines four developmental stages in teachers' professional growth, and suggests implications for teacher training. "Teachers in Pre-schools: Problems and Prospects" discusses child-adult relationships and problems in adult-child relationships, in the context of larger public issues. "In-service Training: The Advisory Approach", evaluates the experiences of in-service advisory providing individualized help to elementary school teachers. "The Enabling Model for Early Childhood Programs" describes a non-prescriptive approach to helping communities implement their early childhood programs. "Challenges to Early Childhood Educators" focuses on four principles of teaching which apply to the education of both children and adults. "Early Childhood Programs and Ideological Disputes" discusses the functions, consequences and implications of ideological conflicts in early childhood education. "Program Planning in Early Childhood" discusses guidelines and goals. "Children's Needs for Optimum Development" is concerned with factors contributing to the healthy psychological development of children. "Condition with Caution" examines the use of behaviour modification in light of the complex origins of children's behaviour. "Education or Excitement" suggests that encouraging children's sustained involvement and interest is more important than providing momentary excitement.

Koblinsky, S, and Sugawara, A. "Preparing Non-Sexist Early Childhood Educators". Illinois Teacher of Home Economics 23 (May-June 1980), pp. 242-245.

Discusses an early childhood curriculum that attempts to prepare home economics students as non-sexist educators. Describes learning activities, the classroom environment, non-sexist teaching skills, and the impact of non-sexist education.

Lamme, L.; McMillan, M.; and Clark, B. "Early Childhood Teacher Certification: A National Survey". Journal of Teacher Education 34 (March-April 1983), pp. 44-47.

A survey of early childhood teacher certification processes in the 50 states found great differences in the interpretation of what age and grade levels constitute early childhood education, and in the certification requirements for teachers. Educational trends in this area are discussed, as is the need for training early childhood education specialists.

Littman, K. Pre-school Recreation Enrichment Program (PREP). Final Report. Special Training Project for Physical Education in Recreation Personnel in Psychomotor Programming for Pre-school Handicapped Children. Riverdale, Maryland: National Capital Park and Planning Commission, 1979.

The document presents the final report of the Special Training Project for Physical Education and Recreation Personnel in Psychomotor Programming for Pre-school Handicapped Children, a three-year project intended to encourage and expedite physical education and recreation programs for pre-school handicapped children by preparing administrators and practitioners to implement pre-school physical education and recreation programs. In the first year the activities focused on providing awareness training for recreation personnel, physical educators, parents, and the community in general. Developing and pilot testing materials to train implementors of pre-school recreation programs for handicapped children and the continuation of awareness training were the major activities of the second year. The third year, training materials were revised based on evaluative data. Additionally, trainers were prepared to continue training programs to further the implementation of recreation programs for pre-school handicapped children nation-wide. The project culminated in the comptetion and dissemination of a trainer's handbook, which presents a competency-based instruction approach for training providers of pre-school recreation programs for both handicapped and non-handicapped children.

Mallet, M. "Review of the Task Force Studying Teacher Competence in Early Childhood". Elements: Translating Theory into Practice 7 (March 1977), p.7.

In November 1974, the Alberta Department of Education appointed a three-member Task Force to study the competence of effective early childhood teachers. Discusses the qualifications necessary for being an effective early childhood teacher and guidelines formulated by the Task Force for evaluating teaching skills.

Miller-Jacobs, S. Open Education for Pre-school Special Needs Children. 1976.

This paper discusses and defines open education, pre-school education, and special education, and the philosophy behind merging these three approaches. The paper attempts to show that each approach has unique contributions to make to the education of the young child with special needs. The role of the teacher is discussed as well as aspects of learning and development that are stressed in these approaches. Many features are held in common. All three are concerned with fostering cognitive, affective and psychomotor development, a positive self-concept, independence, and self-motivation. Implications for teacher education are discussed and competencies needed by teachers in a merged program are listed. Appendices include sections on themes and assumptions underlying open education; pedagogical characteristics of open education teachers at the primary level; goals of open, pre-school and special education; play and young special needs children, competencies developed by the Massachusetts Early Education Council; competency areas for the generic special educator; and Child Development Associate (CDA) competencies.

Mock, K. "Early Childhood Education in a Multicultural Society". Multiculturalism, 5, no. 4 (1982), pp. 3-6.

Asserts that for schools to be effective in multi-racial, multi-ethnic societies such as Canada, they should introduce multiculturalism at the early childhood level. Emphasizes that pre-service and in-service teacher education programs should be redesigned to include multicultural content.

Monk-Jones, M. Training for Work with Under Fives: A Report on a Series of Seminars and a Conference Held in 1980/81 Under the Auspices of VOLCUF. London, England: Thomas Coram Foundation for Children, 1982.

Held in London in 1980, a series of three seminars entitled "Training for Work with Under Fives" was organized, followed in 1981 by a conference on the same topic. The object of these meetings was to obtain information about, and examine issues relating to the various teacher training courses in existence. Seminars dealt with major national training courses for work with children under 5 years of age, social work and other related training, training schemes set up by voluntary organizations, and the relationship between training and the provision of statutory and other services for children under 5. Papers presented at the conference went on to look at the fragmentation of services for children under 5, and the implications of this situation for training, and to outline some experiments in joint training scheme and collaboration course planning. All papers presented at both the seminars and the final conference are summarized in the present document. Several issues raised through discussions are set out in a separate section, and conclusions drawn from the seminars are listed. Appended are notes on courses not included in the seminars, and a bibliography of recent publications concerned with training for work with children under 5.

Moyer, J. "Trends in Early Childhood Education". Australian Journal of Early Childhood 6 (June 1981), pp. 34-37.

Reviews several current social, economic, and educational trends that are likely to influence the provision of early childhood education in the future. Implications of the trends for parent education, art education, teacher education, and school practices are discussed.

Mount Carmel International Training Centre for Community Development. Course on Early Childhood Education, September 22 - December 22, 1982. Haifa, Israel: Mount Carmel International Training Centre for Community Development, 1982.

Section 1 presents the program of studies, which focuses on the individual in the process of growth and change, child psychology, curriculum development, pedagogy, health and nutrition education, creative drama, science teaching, handicrafts, community development, parental involvement, group dynamics, and supervision. Section 2 describes visitations to several special education institutes. The Home Instruction Program for Pre-school Youngsters is discussed in section 3. Section 4 describes experiences at rural cooperative communities, on sightseeing trips, and at social events. Section 5 explains activities and offers discussions relevant to participants' return to their own communities. The project copies and lecturers are mentioned, and an explanation of World Food Day - 1982 is also provided.

McDaniels, G. "Successful Programs for Young Handicapped Children". Educational Horizons 56 (February 1977), pp. 26-27, 30-33.

Examines the criteria that characterize successful pre-school programs for handicapped children -- programs that are coherent and that include an explicit rationale in their statement of goals, utilization of time, materials, and training.

McKee, J. Readings in Early Childhood Education 77/78. Annual Editions Series. Guilford, -- Connecticut: Dushkin Publishing Group, 1977.

This is an illustrated collection of 77 articles from journals, popular magazines and other sources, intended for use by early childhood education classes. The articles, representing many points of view, are authored by experts in psychiatry, psychology, pediatrics, educational research, anthropology, toy design, state and public school administration, early childhood education, and curriculum design. Articles are grouped under seven topics: (1) Spectrum, which addresses a number of issues in early childhood education; (2) Development and Educational Opportunities; (3) Child Rearing and Parent Education; (4) Exceptional Children; (5) Behaviour and Guidance; (6) Programs and Curricula; (7) Teaching and Evaluation. Within each section development and education are discussed for children ranging from infancy through age 9.

McNeese State College. The Field-Oriented Competency Based-Teacher Education Program at McNeese State University. Lake Charles, La.: McNeese State College, 1975.

The McNeese State University's pilot program in field-oriented competency-based teacher education in early childhood education is designed for prospective teachers to develop and demonstrate competencies believed to be necessary for effective teaching in the early childhood area (K-3), as well as to develop evaluative criteria relevant to the stated competencies. The program is organized into two blocks. Block A consists of 16 semester hours of educational methods including corrective reading, science, social studies, and student teaching. Community involvement is necessary to allow each student two hours per day in the public schools in addition to his/her two hours per day in university seminars. Constant evaluation is of prime importance in the project, and revisions are made based on the evaluations of the programmatic system.

National Association for the Education of Young Children. Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Washington, D.C.: National Association for the Education of Young Children, 1982.

Published by the National Association for the Education of Young Children, these guidelines are intended for use in early childhood teacher education programs in institutions offering baccalaureate degrees. Developed to establish a standard of excellence for new and existing programs, the guidelines address nine program components (i.e., characteristics of a teacher education program that can be evaluated): curriculum; instructional methods; resources (human and materials); faculty qualifications; professional relationships; cultural diversity; enrollment; administrative structure; evaluation and constituent responsiveness. Each of the components is discussed in terms of program objectives (i.e., statements about intended effects of a program), and program standards (i.e., indexes used to determine the degree to which program objectives have been achieved.)

Norton, M., and Abramowitz, S. Assessing the Needs and Problems of Early Childhood Administrators/Directors. New York: 1981.

In order to determine the prior training, preparation level, and current needs of pre-school and day care program administrators and directors, a survey was sent to all schools registered in the State of New York. Some survey questions assessed administrators general background -- age, years and levels of teaching and administrative experience, prior positions held, and so on. Others focused on the specific problems faced by administrators and directors in their day-to-day operations. Findings indicate a need for more courses, seminars, and workshops in early childhood administration. Of those responding, 56 per cent had no courses or workshops in early childhood administration; of the 44 per cent who had taken administration courses, 60 per cent took the courses after assuming an administrative role. Thus, the development of format early childhood administration courses and implementation at locations accessible to currently employed administrators and directors appears advised. Detailed findings are presented, and a sample survey instrument is provided.

O'Bryan, K. The Junior Kindergarten Study. Toronto: Ontario Ministry of Education, 1975.

This report examines the place of noncertified early childhood education graduates in the structure of Ontario education. After an introductory chapter, the second chapter reviews the literature related to questions of professional training, certification and competency. Included are a short examination of basic theoretical ideas on professional growth, a description of the growth of professional education and certification in Ontario, an examination of certification as it relates to competency; an examination of possible future options for certification; and a description of the growth of the Association for Early Childhood Education Ontario (AECEO). Views on the question of certification of junior kindergarten teachers were obtained through interviews and questionnaires from junior kindergarten noncertificated teachers, principals, certificated teachers who worked with noncertificated teachers, teachers from the general population, individuals associated with teacher federations and the AECEO, and members of the public who had children attending junior kindergartens. A modified pathway analysis of the questionnaire and interview data is reported in Chapter 3. Chapter 4 contains conclusions and recommendations. Appendices include an annotated bibliography, an outline of courses of study offered at teacher education colleges and community institutions, and AECEO guidelines for early childhood education courses.

O'Connell, J. "Education of Handicapped Pre-schoolers: A National Survey of Services and Personnel Requirements." Exceptional Children 49 (April 1983), pp. 538-540.

A survey of the directors of teacher certification in the 50 states and the District of Columbia revealed that few states require services for all handicapped children from birth to age 5, and 18 states have established standards for certifying teachers of pre-school handicapped children.

Ostler, R., and Kranz, P. "More Effective Communication Through Understanding Young Children's Nonverbal Behavior." Young Children 31 (January 1976), pp. 113-120.

Discusses the importance of children's nonverbal communication in the classroom and suggests training aids designed to increase teachers' understanding of young children's nonverbal behaviour.

Pause, G. Co-Operation Between Parents, Pre-School and the Community: The Training of Pre-School Teachers with a View to Co-Operation with Parents (Federal Republic of Germany). Strasbourg, France: Council of Europe, 1977.

This paper explores various aspects of training pre-school teachers in the Federal Republic of Germany to cooperate with parents in the education of their children. An initial discussion of teacher training programs in Germany focuses on the lack of a theoretical concept of socialization and social work as a basis for working with parents, and the resulting lack of daily application of such theoretical concepts. An analysis of the reasons for these difficulties, accompanied by specific arguments in favor of training teachers to work with parents, comprises the largest section of the paper. Laws, government guidelines, and literary and educational works supportive of this aspect of teacher training are analyzed, and expected forms of parent participation as well as those which have been practiced and tested are briefly described. Facets of active parent-teacher cooperation include joint responsibility towards the child, cooperative supervision, improvement of the educational competence of both parent and teacher, and a positive side-effect on social contacts and activities in the neighborhood and the community. An additional form of parent-teacher communication, written communication (providing information, reinforcement, and support) is briefly commented upon. Finally, a review of research on parent-teacher cooperative strategies in various schools in the Federal Republic of Germany is presented.

Peterman, P. "Para-professional Social Workers in Day Care". Child Welfare 56 (September/ October 1977), pp. 519-525.

Describes an eight-week, in-service, college-level course for para-professional social workers employed in day care centres. Bi-weekly classes, supplemented by on-site observation and consultation, covered child development, attitudes, systems, resources, roles and practice skills. Opportunities were also provided to test roles and techniques on the job.

Peters, D., and McNichol, M. The Training and Certification of Early Childhood Personnel: A Position Paper. Center for Human Services Development Report No. 13. Pennsylvania State University, University Park College of Human Development, 1972.

This paper assesses the present state of training, licensing, and certification of early childhood personnel in Pennsylvania. Assessment is based on assumptions requiring conceptualization of: (1) certification based on competency or performance; (2) education and training that includes both formal and informal experiences; (3) planning and evaluation that is centred around the community as well as around an institution or agency. The analysis suggests a confusing and probably unjustifiable multiplicity of requirements and supervising agencies. The requirements were believed to provide insufficient flexibility for: (1) vertical and horizontal mobility of personnel; (2) adaptation to a particular employment level, a particular clientele population, and the facility or institution of employment; (3) adaptation for individual differences in personnel; (4) input from communities. Further, the paper indicates that existing personnel requirements were not based on performance criteria, employment success, or changing times. An alternative competency-based certification procedure is proposed. Guidelines are provided for determining appropriate and relevant competency sources and curricula domains for all levels of training and certification. The schematic framework for developing a total system is also included.

Peters, D. Up the Down Escalator: How to Open the Door. Comments on Professionalism and Academic Credentials in Child Care. Paper presented at the Conference Research Sequence in Child Care Education. Pittsburgh, Pa.: (November 6-9 1980).

As the child care field moves toward professionalism, it is necessary to consider the ways in which academic instruction may enhance professionalization. One dimension of the definition of a profession is that a profession has control over the key elements of its own destiny. For example, a profession: (1) controls entry into the profession; (2) establishes its own standards of expertise; (3) develops its own organizational structures; (4) regulates its own membership. Given these "keys" to control, the pragmatics of the situation require a "top-down" approach to professionalization. Consideration of the structure of knowledge and of academic institutions, links between academic institutions and professional organizations, and the relationship between academic subjects and certification suggests that the preparation of senior academic leadership is an essential ingredient for movement of the child care field toward professionalization. Future leaders of the child care field will need an educational program that promotes the integration of knowledge on three levels: disciplinary and hierarchical, interdisciplinary and holistic, and thematic and hierarchical. Concluding remarks focus briefly on issues of student selection and program design.

Prix Jeunesse Foundation. Training Course for Producers of TV Programs for Very Young Children. Munich, Germany: Prix Jeunesse Foundation, 1978.

A four-week course in television programming and production for very young children was attended by 13 representatives from 10 countries in the Asian-Pacific area. The first part of the course was devoted to presentations by the participants describing the television programs in their countries and the presentation and discussion of about 80 examples of possible program formats taken from various European series for very young children. In the practical part of the course, all participants worked with an experienced film producer in planning a program and producing it, including such activities as outdoor shooting, editing, sound mixing, studio recording, chromakey facilities, and finishing. This document includes a participant list, the presentations made by the participants, and separate reports on the course by the director and the participants.

Pruitt, L., and Flippo, R. Study Guide for TCT in Early Childhood. Atlanta: Georgia State Dept. of Education, 1983.

Educators from across the state of Georgia participated in the preparation of this guide. The TCT in early childhood education addresses seven areas: (1) art; (2) language arts; (3) mathematics; (4) music; (5) physical education/outdoor education/health; (6) science; (7) social studies. The study guide provides content objectives and selected references for study in each of the seven sub-areas.

Rosenthal, M. "Developing Leadership for Integrated Early Childhood Programs in Israel". Young Children 35 (March 1980), pp. 21-26.

Describes a training program for early childhood program directors in Israel. The program focuses on leadership training and is based on the belief that the growth and development of children and their families depends on the home, the educational setting, and the community at large.

Roberts, A. "Nursery Expansion and the Training of Teachers". Scottish Educational Studies 7 (May 1975), pp. 15-22.

Article addressed itself to the qualifications for nursery teaching in Scotland and the development of nursery schools along with student enrollment. It is argued, in addition, that with a readjustment between pre- and in-service training, the emphasis on courses being practical could be improved by giving them a more theoretical perspective.

Roberts, A. "The Development of Professionalism in the Early Stages of Education". British Journal of Educational Studies 24 (October 1976), pp. 254-264.

Explores the idea of a specially skilled professionalism among teachers of young children: to what extent has the ideal become reality?

Saracho, O., and Spodek, B. Understanding the Multicultural Experience in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1983.

Chapters in this book are organized into sections devoted to: (1) the nature of multiculturalism in children; (2) educational practices and materials; (3) issues in

preparing early childhood educators. The first four chapters in section 1 focus, respectively, on Mexican-American culture; the roots, culture, and learning styles of black children; the use of the American Indian oral tradition with young children; and early education for Asian-American children. The fifth chapter in this first section discusses research findings concerning second language acquisition in early childhood. Chapters in section 2 explore classroom, methods and materials for multicultural education, provide examples of racism and sexism in children's literature, suggest ways of counteracting racial and sex bias, and offer guidelines for successfully involving parents and the community in multicultural programs. Preparing teachers for multicultural classrooms and the role of educational institutions in human services delivery are discussed in section 3.

Sagan, E., and Smith L. "For Sesame Street -- A Role in Teacher Education". Elementary School Journal 75 (May 1975), pp. 485-489.

A unique program designed to give teacher education candidates their first teaching experience with children of pre-school age, using Sesame Street television programs as the curriculum focal point.

Seaver, M., and Cartwright, C. "A Pluralistic Foundation for Training Early Childhood Professionals". Curriculum Enquiry 7 (Winter 1977), pp. 305-329.

Presents three different curricular approaches to early childhood education and stresses the importance of consistency among philosophy, theoretical underpinnings, and practice in deliberations surrounding training programs for early childhood workers.

Simons, J. Pre-schools and Montessori Pre-schools: A Discussion. Newtown, Australia: Nursery School Teacher's College, 1980.

A comparison of regular pre-schools and their teachers with Montessori pre-schools and their teachers is made in order to assess the advisability of introducing Montessori teacher education in an Australian teacher education institution. The comparison involves a discussion of general educational objectives, curriculum, teacher education, the role of the teacher in the classroom, and other educational and management issues in both kinds of pre-school. Also discussed are the place of the Montessori method in early childhood education today, and the persistence of Montessori schools.

Smith, M. "Training Early Childhood Teachers". Children Today 11 (November-December 1982), pp. 6-7.

Briefly discusses the importance of guidelines for early childhood teacher education developed and published by the National Association for the Education of Young Children.

Snow, C. Characteristics of Federally Funded In-Service Day Care Training Programs. Paper presented at the Annual Conference of the Southern Association on Children Under Six. Tulsa, Oklahoma: March 1982.

The purpose of this study was to assess the characteristics of in-service day care training programs in the United States. The study covers programs which were partially or totally supported with federal funds. Questionnaires were sent to 161 programs which were in operation during the 1980-1981 fiscal year. Responses were obtained from 70 programs representing 23 states. The results of the study are discussed in terms of: (1) program sponsors; (2) funding sources; (3) training staff; (4) target population; (5) delivery models and strategies; (6) teaching methods; (7) curriculum; (8) training materials; (9) evaluation and monitoring. Responses in each category are analyzed and summarized in terms of common features, program differences, and overall trends. A list of training materials developed by the various projects is included in the appendix.

Spodek, B. "Early Childhood Education and Teacher Education. A Search for Consistency". Young Children 30 (March 1975), pp. 168-173.

Analyzes model approaches to early childhood education and teacher education in terms of their ideological and value bases.

Spodek, B., et al. Early Childhood Teacher Education and Certification. Illinois: 1982.

A 23-item questionnaire was mailed to teacher education institutions in the United States that offer programs to prepare early childhood teachers. The questionnaire surveyed the

institutions' early childhood teacher education programs, their relationship to state teacher certification requirements, and the nature of the programs' field experiences. A total of 497 questionnaires were distributed. Of these, 202 were returned from institutions located in 47 states, the District of Columbia, Guam, and Puerto Rico. The frequency of responses for each item was tallied and analyzed. Items requiring open-ended responses were considered according to a content analysis procedure suggested by Krippendorff (1980). Results are reported and discussed, and an address is provided for those wishing to obtain copies of the questionnaire.

Spodek, B.; Davis, M.; and Saracho, O. "Early Childhood Teacher Education and Certification". Journal of Teacher Education 34 (September-October 1983), pp. 50-52.

Colleges and universities that train teachers for early childhood education were asked how changes in state certification requirements have affected their programs and about the types of field experiences they offer. Significant program changes during the past five years are reported.

Stile, S., and McDowell, J. Results of an In-service Training Program for Rural Early Childhood Special Educators. Paper presented at Texas Tech. University. Texas: Texas Tech. University, 1982.

A three-year university-based in-service training model for personnel serving handicapped pre-schoolers (aged 0-5) in rural New Mexico has been comprised of seven major steps: establishment of traineeships; information dissemination/recruitment; selection of trainees; needs assessment; development of coursework; training; evaluation. Twenty-eight trainees representing 23 of New Mexico's 32 counties have received five weeks of intensive didactic training and hands-on experience through the third year of the project and all have agreed to provide follow-up in-service training in their home or contiguous counties upon request. Stated criteria for six of eight outputs were obtained or surpassed during the first 22 months of the project (one output was not measured due to lack of a satisfactory observation instrument). Major problems encountered included a fixed budget coupled with rising costs, lack of follow-up activities by some former trainees, and delays brought about by faculty assignments which conflicted with the director's quarter-time project responsibilities. Project spin-offs included: recognition by various state, regional, and national groups; materials requested and supplied for field-based training purposes; and involvement of the director on a state planning task force for early childhood education of the handicapped.

Stroobant, M. "A Pre-Service Course in Special Education at the Sydney Kindergarten Teachers' College". Australian Journal of Early Childhood 2 (September 1977), pp. 3-6.

Describes the objectives, principles, and special features of the Sydney Kindergarten Teachers' College pre-service teacher education program in special education.

Thielges, I., and Andersen, R. A Curriculum Guide for In-service Education of Group Day Care and Nursery School Personnel. St. Paul, Minnesota: Minnesota State Department of Education, 1975.

This curriculum guide outlines 10 in-service training courses for group day care and nursery school personnel. Each course outline presents a list of learning experiences and related resources from which the instructor can choose to meet the needs of his/her students. Materials are designed to meet the Minnesota Department of Public Welfare requirements. The courses are: Art (objectives of art in the pre-school, environment conducive to creativity, different art media to be explored, exchange of art project ideas); Child Care Administration I (procedures for starting a centre, including money budgeting, board of directors, personnel management, business management techniques, business forms); Child Care Administration II (interviewing and selecting child care workers, designing the curriculum for each child, health and safety in the centre); Developing Intellectual Abilities (activities in science, pre-math, cooking, art, language, cognitive development); Play, Dramatic Play, and Play Equipment; Positive Guidance and Behaviour Control (relates the emotional development of pre-schoolers to feelings of adequacy, security, aggressiveness, and techniques for behaviour control); Principles of Child Development (birth to 2 years), Principles of Child Development (ages 2-5); Science (objectives, concepts, methods), Teaching for the Child (developing self-concept in children, handling routine situations, observing children, working with other agencies).

Trohanis, P.; Woodward, M.; and Behr, S. "Services for Young Exceptional Children". Exceptional Parent 11 (February 1981), pp. S13-S15, S18-S20.

The article provides a review of state services for young handicapped children. Section one contains a description of legislation for pre-school handicapped education. Part two describes federal programs that relate to special children from birth to mandatory school age. Teacher certification requirements are reviewed in the third section. The final portion treats the status of state program guidelines or standards.

U.S. Department of Health, Education and Welfare. HSST/CDA Trainee Handbook. Carbondale: Southern Illinois University, 1974.

This handbook was developed to provide a new trainee with an understanding of the Child Development Associate (CDA) program at Southern Illinois University by outlining the competency objectives and assessment procedures. The handbook is divided into three sections. Section 1 contains a copy of the entering assessment form which includes the six basic CDA competency areas and specific objectives within each area. CDA trainees rate themselves on their degree of training and experience for each objective. The six competency areas are: (1) provide and maintain a safe and healthy learning environment; (2) promote physical and intellectual competence; (3) build positive self-concept; (4) organize and sustain the positive functioning of children and adults in a group learning environment; (5) provide optimal coordination of home and centre child-rearing practices and expectations; (6) carry out supplementary responsibilities related to the children's programs. Section 2 lists the following items for each of the specific objectives: (1) what the trainee should know; (2) what the trainee should be able to do; (3) what the local assessment team will look for in trainee classrooms; (4) examples of specific materials and equipment for the classroom; (5) helpful resources; (6) assessment procedures. Section 3 provides copies of assessment forms used.

U.S. Department of Health, Education and Welfare. Child Development Associate Training Program. Unit 7: The Child Development Associate in Early Childhood Education, Module 1: Understanding What is Being a Professional Child Development Associate, Unit Overview. Washington, D.C.: Department of Health, Education and Welfare, 1976.

This Child Development Associate (CDA) training module introduces the intern to the responsibilities of a professional CDA. At a high level of proficiency, the trainee is expected to be able to locate and identify colleges that have early childhood courses, early childhood education journals and professional books, and local and national early childhood professional organizations. Guides for the trainer are provided. Student materials consist of an activity list and six lessons.

Weir, M. "An Innovation in Undergraduate Early Childhood Education Teacher Training". Young Children 30 (January 1975), pp. 94-98.

Describes an early childhood education course project in which students participated in developing, organizing, and conducting a play group, one day a week, for 2 to 5-year-old children and their parents.

Williams, C. "CDA." Childhood Education 51 (March 1975), pp. 267-268.

A progress report on the Child Development Associate (CDA) project which is a program for developing a new professional category to assure qualitative staffing of child care programs. Main emphasis of report is placed on development of an assessment instrument for credentialing, based on a set of 11 constructs which are delineated.

Winkelstein, E., et al. In-Service Training Models for Early Childhood Education Programs. Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, 1976.

This paper describes and analyzes different types of in-service training available for early childhood education programs to help directors select the in-service training best suited to their programs. It is suggested that early childhood education programs are at one of three levels of development: initial adjustment stage; operational stage; and established functional stage. The proposed objective is to match the developmental stage of a program to the model of in-service training best suited to its needs and resources. Three models of in-service training are outlined. The Materials Model is a highly cost effective method of training done with self-instructional materials. This model requires much independent effort from the staff and would most likely prove ineffective to programs at the initial adjustment and operational stages. The Advisor/Consultant Model

involves bringing an outside advisor/consultant into the program to provide specific expertise. While this type of training can be used effectively by programs at any stage of development, cost may be an important factor. The Inside Trainer Model consists of training carried out by program staff members themselves, and may be most suitable to a program in the initial adjustment stage of development as it provides for continuous support. However, this model is not recommended for use after the initial adjustment stage as it is costly and time-consuming and may stifle staff members' independent operation of the program.

Wolf, J. Training Administrators of Early Education. Paper presented at the annual meeting of the American Educational Research Association. New York, N.Y.: April 4-8, 1977.

The goal of this study was to develop a competency-based administrative training model for persons responsible for early childhood education in rural as well as urban areas in the state of Minnesota. Two problems were addressed: (1) the lack of appropriate competencies and training for administrators of early childhood education programs; (2) the lack of early education programs in rural communities. Persons holding administrative positions in early education were identified and a role study (listing role competencies for the administrator of an early education program) was conducted, using expert juries, interviews, surveys and a position analysis technique. Various training materials and educational experiences were devised, using the competency statements resulting from the role study. Evaluation data suggest a great need for leadership development in early education. Appendices provide a list of desired administrative competencies, a course syllabus in special education administration, evaluative materials on an administrator's workshop, and a course in early education administration.

Woltaston, R. "Pre-School Provision in the U.K." Australian Journal of Early Childhood 3 (June 1978), pp. 4-9.

This paper reviews pre-school provision of the U.K., focusing on the problem of immigrants, child minding, special schools for the handicapped, day care services, nursery schools, teacher training, and community involvement. The quality of provision in the U.K. is compared with provision in Australia.

Washington State Coordinating Council for Occupational Education. Guidelines for Teaching: Pre-school Assistant, Child Development Centre Assistant, Early Childhood Assistant, Pre-school Children's Assistant. Olympia, Washington: Washington State Coordinating Council for Occupational Education, 1972.

The teaching guidelines, presented as working papers, are related to the training of pre-school assistants, child development centre assistants, early childhood assistants, and pre-school children's assistants. Content, learning experiences, and resources included are based on an analysis of tasks that workers perform in working with young children. Teaching units deal with child development background, learning experiences for young children, routine activities, food, equipment and facilities, emergency procedures, and an orientation to the career aspects of child care occupations (employee qualities and opportunities, obtaining a job, and job ethics). Each unit categorizes unit objectives, knowledge level, learning experiences, and resources for learning. Additional references of books, pamphlets/bulletins, and films/filmstrips are included in the appendix.

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